J 22
7: 34-44.

Digitized by the Internet Archive
in 2016

https://archive.org/details/caswellnews3444casw

NORTH CAROLINA STATE LIBRARY
RALEIGH

CASWELL NEWS

[illegible]

22
34/1

North Carolina State Library
Raleigh

N. C.
Doc.

The CASWELL NEWS

THE CASWELL CENTER - KINSTON, NORTH CAROLINA

IN MEMORIAM

Chrissy,
Sweet, plump baby with round, blue eyes
Lying in her basket on the grass,
Blinking at the Stacy Street sun,
Wondering.

Chrissy,
Dear two-year old with turned-up nose,
Leaning forward to pat Uncle Zep's puppy,
Smiling with crooked grin,
Reaching out.

Chrissy,
Curly-haired four in her Baby-Tenda,
Lunching on prunes and cookies,
Clapping a noisy spoon.
Tasting, touching.

Chrissy,
Little princess, riding in her chair
Head tilted back, arms outstretched,
Surrounded by love,
Looking up.

Chrissy,
Errant cherub, resting in her crib,
Waking and sleeping,
Singing her song,
Waiting.

Chrissy,
Suddenly alive, carolling sweetly now
Singing her very own Mass of the Christ,
Before the throne,
For Jesus.

Amen

- Mrs. Roger Crook

(see page 2)

January, 1969

Volume XXXIV

Number 1

The Caswell News

Vol. XXXIV - No. 1 KINSTON, N. CAR. - JANUARY, 1969 $1.00 Per Year

Published quarterly for the benefit of Caswell Center and for the information of the citizens of North Carolina.

Frank Badrock, M.D. ....Superintendent
Mr. S. H. Stroud ....Business Manager

Editor ....Pearl L. Adkins
Circulating Manager ....Sarah E. Claytor
Treasurer ....Mrs. Evelyn Wiggins

EXCEPTIONAL CHILDREN

The following article "Exceptional Children Require Exceptional Love" comes from the Editor's notebook of the Biblical Recorder of the North Carolina Baptist State Convention. Mr. J. Marse Grant, the Editor writes about Christine McGee who was one of Caswell's residents for nearly nine years. This is "Chrissy" (cover) about whom Mrs. Roger Crook, a Baptist minister's wife writes.

"Funerals are never easy, especially at Christmastime. We were reminded of this two days before Christmas when Christine McGee, 14-year old daughter of Mr. and Mrs. Jack McGee of Raleigh, was buried. She died two days earlier at Caswell Center at Kinston where she had been for several years.

This was the first funeral we had attended in a Catholic church and it was a meaningful experience. The service is longer (45 minutes) than most Protestant funerals because communion is observed. However, it seemed to us that ceremonial procedures were kept at a minimum.

To us, the outstanding feature was the tribute of the young priest. Centering his remarks around the "exceptional child," he said a child such as Christine meant that the family was exceptional, the love for her was exceptional, and therefore, it was an exceptional funeral. The presence of Bishop Vincent Waters of the Raleigh Diocese bore out the latter statement.

Christine was the oldest of three McGee children born with birth defects. (Two older teenaged girls are perfectly normal.) They lost a little boy a few years ago and a younger child is at home.

Oh, yes, Mr. McGee's work is with the National Foundation-March of Dimes which is doing such an outstanding job in creating public awareness of birth defects. Jack has experienced in his own family some of the exceptional challenges that come with children born less than perfect. Little wonder he does such a tremendous job with the March of Dimes. He knows whereof he speaks."

BUILDING BY BUILDING

Johnson 4

(Editor's Note: This is the first of a series of articles about life in the buildings. Johnson 4 was selected because a cottage parent handed in a report. If cottage parents want their building to be featured we ask them to supply some factual information.)

An animal must adapt to its environment or die but man molds his environment nearer to his heart's desire. The ladies who work in Johnson 4 have done quite a bit of remolding. Like the other colony units Johnson 4 is of the drained swimming pool architecture (one looks at the tiles above and around and wonders what has happened to the water) but with the help of plants, pictures, lamps and knick-knacks the cottage parents have transformed the large bleak dayroom into a charming living room for fifty women.

Writing about the unit, a cottage parent said, "We try to make it as like a home as we possibly can." All year the attendants contribute nickels, dimes, and quarters and then just before Open House in December they buy a Christmas gift for the building. The 1968 gift was colorful floral drapes. Cottage parents also give individual gifts to improve the building. One lady gave an aquarium.

Others give gifts too. When people come to give parties they often ask what is needed and the cottage parents suggest things that will blend in with what is already there. A Spilman Church Sunday School Class has given a small record player, two wall lamps, and artificial plants. A cottage parent asked her Sunday School Class for a piano and got one within a week. It is much used and not only by Johnson 4 residents. Other girls come to sing in the Girls' Colony Chorus which Mrs. Mitchell conducts and for which Mrs. Page plays.

The women love to make music. They love to do other things too, such as knitting and embroidery. They very much enjoy the visits of the four volunteer workers who come every Tuesday bringing new ideas for handwork. Some of the girls who are not capable enough to sew, like to color and to put puzzles together. All have a sense of accomplishment. The four volunteers brought fifty gifts at Christmas. A cottage parent said, "They are real sweet people. They go all out to do things for the girls."

What are the women in Johnson 4 like? They come in all sizes, shapes and ages. The age range is from twenty-one to seventy-four. I Q's range from 10 to 76, that is from profound to borderline level retardation. Many are physically handicapped or somewhat feeble with age. Some of the latter have worked hard at Caswell for long years and are now enjoying a well earned rest. Bertha, the oldest resident, came to Caswell forty years ago and twenty years ago it was written of her, "She is a good worker with low-type custodial cases". Of Lizzie another resident past sixty, a cottage parent said, "She works seven days a week. She doesn't want a day off". Three of the residents have been at Caswell since before 1920 and their work has helped make the place what it is.

Mittie likes to talk of the old days. Of the time when the girls set their building on fire and a piece of glass fell on the nose of Dr. McNairy, the Superintendent. "I was in Chapel. It was Sunday. I came out and I seen the smoke. They threw the mattresses out on the ground. Our clothes got burned in the Girl's Building."

Ruth is seventy-two and very spastic. She has a private room with T. V. Her middle-aged friend, Cora Lee looks after her. She even cooks extra meals for her for which cottage parents bring the food. Cora Lee considers Ruth to be her special friend but she helps everybody in the building. A cottage parent said, "She waits on them all hand and foot and helps us too."

Catherine sews for herself. She also sews for others and often sits in her chair mending till eleven o'clock at night. Many women in this building have lived, and are living useful productive lives.

Four of the residents are blind. About a dozen are so crippled that they have to be wheeled under the shower in chairs.

Johnson 4 is the home of fifty burdened women. Some are old, some are infirm, all are retarded. One might think that the unit would be a gloomy place, but this is not so. It's one of the most pleasant buildings at Caswell. The residents welcome visitors with a smile and a friendly word. They illustrate the truth of the opinion that what matters in life is not the absence of problems, but one's way of reacting to them.

The residents appreciate the care given them by the nine cottage parents who work there and the cottage parents enjoy the residents. One wrote, "We have one of the very nicest groups of girls on this campus. They love and appreciate pretty things. Not only do they appreciate them, but they take real good care of everything they get. Some of the cottage parents are people who have been employed at Caswell for from ten to twenty years, and we all feel close to these girls with whom we work."

The secret of success in this building seems to be co-operation.

—Mrs. Jean I. C. Tabory

LOVING CARE

Never can enough be said in praise of those who minister to the daily needs of our residents - especially those cottage parents, nurses, licensed practical nurses and nurses aides. These are the people who oftentimes go the second mile. Many instances of the extra kindnesses shown are recorded and many go unrecorded.

As the colony residents seldom get taken to the county fair, two of the cottage parents took fourteen men from Parrott Hall to the Fair in a red vehicle provocatively labelled "Sin Wagen" in silver letters. This "Wagen" which is owned by one of these cottage parents is often a "fairy coach" for the Parrott residents taking them to delightful places. One cottage parent took two of the residents in his own car and his own time.

Two Caswell nurses who are members of a local civic club came dressed and masked to entertain the children in Crippled Children 3 and 4 on Halloween night.

A little boy from Cottage 7 went home for his birthday, but did not have a birthday cake. When he came back he had his birthday cake, baked by one of his cottage parents.

As the late fall days arrive a familiar sight is the pecan gathering by residents all up and down the lane. Some of these gatherers sell their gatherings. Others give the nuts to the cottage parents who bake cakes for their women charges in South Dorm 1.

A cottage parent in Pollock B arose early on her morning off to bake 120 cupcakes to bring to a Halloween Party. She and the other cottage parents gave the party for their boys. Cupcakes, ice cream, kool aid, potato chips, candy etc. comprised the fare.

One cottage parent had taken a trip to the Holy Land. She wanted to share this experience with as many residents as possible; so she showed her slides at a special service in the Chapel on a Sunday. On Monday little Debra stopped the Chaplain saying, "I want to hug you for showing those pictures."

In November, Cora Lee was surprised when she returned from an errand to find a small table set up in her room. The table was covered with a lovely white linen cloth and centered with a large white coconut cake baked by a supervisor. A sweet potato pie baked by a cottage parent and drinks sat nearby. Presents were also in evidence. Cora Lee acted as hostess and served those who dropped in during the day.

Christmas was in full swing in Crippled Children's 4 when this writer dropped in. The new wing of this unit was bright and cheerful with red and green streamers. Music was coming from a record player. Dancing by residents from other units was welcome entertainment to these cripples. The nurse had given this party assisted by others under her supervision. Some of the boys and girls from the other Crippled Children units were invited. A party for those in Crippled Children 1 and 2 was also planned for the birthdays of some of the girls by the nurses in this building.

The building parents in the Dewey A building surprised the girls who stayed at Caswell for Christmas. They planned and prepared a delicious supper on Christmas night for them and some from the other buildings.

In writing such an article we do not want to overlook the staff members who take so many of the residents into their own homes. Most of these residents would never leave the campus if it were not for these kind hearted people.

One can never recount the numerous, thoughtful deeds which are done day in and day out by all the staff. Many kindnesses go unsung, but they never go unnoticed by our residents. Yes, Santa Claus comes in many forms and guises, not at Christmas, but throughout the year.

———o———

"HAPPENINGS OF 1968"

Nineteen-hundred and sixty-eight brought several significant "happenings" to this campus. To be sure there were no "love-ins", not that some of our residents would be above such of the opportunity presented itself - nor do we have any hippies not that some would not like to be such. Our residents do like to follow the trends and one can see mini and middy skirts.

Seriously as we review the events of 1968, it is difficult to give any priority to any specific program. However, the "happening" which brought the greatest benefit to the largest number would seem to be "Sponsor-A-Child" program. Many residents are benefiting from the eighty sponsors who are contributing their money and time to these residents so that their lives are fuller and richer. One only has to talk with the residents and their cottage parents to know what it has done. Boys and girls, men and women who never had pocket money nor a visit, now have both.

Along with "Sponsor-A-Child" goes the Volunteer Program with its forty-nine volunteers as of December. They do a little of everything - attend the clothing shop - assort, mend and size clothing donations; conduct a knitting class; direct the colony band; read, write letters and play games with the residents; take them for outings and do many other kindnesses. These volunteers come mainly from Lenoir County, but from Jacksonville come at least two car loads two and three times weekly. Caswell is grateful to all these people.

The motivation classes must be considered as a significant "happening" in 1968. This program reaches into all the buildings to embrace as many as possible regardless of age or mentality. This has been met with mixed feelings but no one can doubt its enjoyment for some after they read Mrs. Bridges' article, "Fifty Minutes In The Lifetime Of A Pancake" elsewhere in the "News".

For the first time Caswell was able to secure the services of a physical therapist. She and her assistant have a well equipped therapy room. For the first time a Seminar on the cerebral palsied child was held. Miss Celestine Himant, an occupational therapist connected with The Cerebral Palsy Clinic of the Medical Center at the Indiana University in Indiana, conducted the Seminar. Someone remarked that we learned quickly all the wrong things we had been doing.

What was considered a happy "happening" for about forty women who used to live in McNairy was their moving to their new home in South Dormitory. By being able to live two in a room they found a certain amount of privacy and quiet they never had before.

Other building changes must be noted. Cottage 2 girls have moved to Cottage 4 and Cottage 4 girls to Dawson. Cottage 2 is now a little boys' building, caring for low trainables and severely retarded. Caswell is receiving less and less educables, but there are greater demands for admission of the less capable. In the line with this goes the renovation of the McNairy building into our fifth Crippled Childrens' Hospital to open in January of 1969.

A Treatment Planning Committee organized in the fall of 1968 has initiated a program where all new admissions will be reviewed by those staff members who come in contact with them. It is hoped more adequate overall planning will come and that more staff participation will not only help the resident but be beneficial to the staff members participating. Cottage parents are becoming involved.

These events or "happenings" are only a few of the highlights of 1968. It is hoped 1969 will be able to top these.

———o———

FIFTY MINUTES IN THE LIFE OF A PANCAKE

Once upon a time there were six boys in Parrott 3 who wanted to make pancakes during their motivation session. To their delight their Motivator agreed that it would be a fine idea.

The boys gathered around the two tables and helped set them for this occasion - a pancake supper. Buttered syrup and lots of butter were there. The novice cooks just hoped there would be enough pancakes.

Billy was first chef and he gleefully measured the first cup of Aunt Jemima. Troy was second chef so he carefully added the remainder of the mix. The third cook was Chester who measured and poured in the milk. Thomas and Victor were the fourth and fifth cooks and to their utter consternation had to add an egg each to this bubbly concoction (and they picked out the egg shells too!). Lumby, the last chef, was so afraid that there would be nothing left for him to do but -wait - there must be a little oil added (for tenderness) so tenderly and gingerly Lumby added the oil.

"Now, who is going to get to stir this bowl full of mess" asked Victor? After a lively discussion it was agreed each would get ten stirs; so each performed diligently enough that "Mr. G. E. Mixer" would have been ashamed and "Mr. Top Job" thrilled.

Cooking time! Hot dogs or rather hot pancakes! Each boy seemed to be able to taste them as they turned a golden brown (they had to tell their motivator to turn them or those tasty treats might get too done). "They're done! They're done!"; "naw - they're only starting"; "Now turn'em - hurry" - "Look-out! They're too burnt"; "I'll eat it anyway"; "They're not too bad".

After that culinary experiment there were dishes to do but it was worth it. Those six cooks ate four dozen pancakes so they must have been good cooks and good pancakes. To quote Lumby, "they were mighty good".

Epilogue: Those six boys were in wheelchairs, their hands crippled and gnarled and they were mentally retarded in various degrees. Their delight and enthusiasm were not.

Mrs. Bobby G. L. Bridges
L. P. N. Teaching Instructor

This is only one session in a series of twelve which Mrs. Bridges held with these six boys. There are now 17 trained motivators culled from the Cottage Life Department, the nursing staff and Training and Education Department. Classes with a total of 80 residents have been held and some residents from nearly every unit have been in the various classes. More Motivators are being trained and more residents will be involved. More will be heard about this interesting project. From all reports the residents are becoming involved.

———o———

HIGHLIGHTS

The Cottage Life Department is again sponsoring the Saturday night programs organized and put on by the various living units. One of these programs had Halloween as its theme and combined it with a talent show. Dancing, singing, and a short drama and clown acts comprised the program. To add to the enjoyment, ghosts and clowns distributed candy to everyone. Cottages 4 and 8 were responsible for this one. With all the fanfare of Christmas, Thanksgiving was not forgotten by Pollock A and Wooten A. As they did last year, they did it again this year with their annual Thanksgiving program. Many of these children cannot speak, so one of the cottage parents had to narrate the program but Dwight, who is almost blind, did some narrating. This program was of a patriotic nature and the performers gave thanks for the blessing of living in America. In the audience were about fifty visitors of whom thirty-one were relatives of the performers. These relatives are usually overjoyed and come away with tears in their eyes because their children can participate and be trained to accomplish something. This same program was again given in Chapel on the following morning.

The Caswell residents are grateful to the Jaycees and Mr. Thomas, owner of the County Fair for making it possible for many of our residents to attend the Fair. The Recreation Department made plans to take bus loads of residents every night of the week. The owner of the Fair allows them to use the rides free from 3 to 6:30 p. m. One night through the help of the cottage parents in the boys' colonies, some of the men were taken. In describing some of his experiences, Wimpy said that "Everytime that boy hit a balloon with the gun it went Boom". Everette spoke about seeing hobby horses, tug boats and everything. Frank spoke up and said he rode on the hobby horses. Cottage Life reported 614 residents visited the Fair along with the cottage parents to supervise. They did such a good job not one resident was lost.

One sometimes wonders if the profoundly retarded really notice or are aware of what is going on, but the cottage parents in Kendall 2 feel they do notice. These cottage parents feel their charges like to put on pretty dresses. The cottage parents seem to think these children wet themselves less frequently when they wear dresses than when they are in rompers. But these cottage parents do not have time to keep their forty-one charges in dresses all the time. Dresses are more difficult to launder. Also these dresses have buttons and zippers which frequently need some attention. They do dress some of the girls each day.

"This is paradise", observed the old Caswell resident surveying the social worker's living room with delight. Her old friend nodded in obvious agreement. From time to time the social worker takes Mittie and Lizzie, who are in their sixties, to her home. There they can do things that can't be done at Caswell - things like setting a table, choosing a favorite T. V. program without listening to a dozen people's objections; or just sitting quietly far from the inevitable noise made where fifty women live together. It is not surprising that the two ladies wanted to come back to Caswell as late as possible after their visit.

Halloween was again quite a festival at Caswell. The recreation department sponsored parties. All types of games - witches and goblins abounded during the week. Not only did the Recreation Department give parties but so did many clubs and organizations and cottage parents. Betty in Johnson 4 won a cake made in the form of a pumpkin in one of the cake walks. She can't speak, but when the social worker was in Betty's building it did not take Betty long to communicate by her actions that something special had happened to her.

Irma Hardison was recently honored on her 68th birthday by a party given by the girls in South Dormitory A. Irma is one of our oldest women and is the oldest in her building. She is still active and goes daily to help out in one of the homes.

In October, the Boy Scouts went to Camp Charles at Bailey, N. C. for a weekend and campout. In November, the troop held an outdoor Court of Honor. Troop 43, under the supervision of Scoutmaster Bud Bradshaw, was a special guest.

The Boys in Tapp 1 are grateful to the Caswell scout troop for the color television the troop brought for the boys. The troop hopes to take on some other projects for different units.

Two hundred and fifty residents enjoyed a puppet show "Alice in Wonderland" sponsored by the Kinston Junior Woman's Club.

MY NINE YEAR'S EXPERIENCE

The following article was written twenty-five years ago by Miss Swinson who was a cottage parent at Caswell. This article appeared in the May and June issue of the Caswell News in 1943.

Editor

Coming here September 1, 1934, has given me an insight into what has become a broader vision of work of this kind. Never before had I entered the portals of this school. My first day's impressions were rather conflicting. But I decided the end of the week would find me gone. And here I am after nine years of work in the same building. These little children who look at a stranger in wonderment and seem to fathom out what sort of a person you are, and what you will mean to them will grip your heart strings as nothing else will do. At that time there were fifty-six children enrolled in the building which included high grade, middle grade, and the less fortunate ones, the lower grade. It had to be that way as no other buildings were available. But as soon as the eight new buildings were finished, the "weeding out" took place and tears of affection for those who had been our daily responsibility.

Those fifty-six children were a great responsibility as each class had to be governed by its own mental capacity. For instance, the higher grade children could dress themselves and brush their teeth and help with the same tasks with some of the others. The less fortunate ones claimed our individual attention. The two higher grade children had to be gotten ready every morning for school, to see that they had their clothes on right and whether hair was combed to suit themselves or us.

Then came the march to dental clinic once or twice a week. And did that claim our time and effort! As many as eighteen or twenty would go at a time. By the time they were lined up and the march had begun some one would "side step," and have to be brought back. It looked like a miniature army on the march. One morning on the way over I met Myrtle Frances, who wanted to know where that "passel of young uns were going." I replied to the World's Fair. Myrtle's rejoinder was, "Well, I don't want to go then."

With the many changes there was one for which I was truly grateful. The midnight lunch. The first year or two after I came we had to go to the kitchen between 11:30 and 12:00 for our lunch. No matter how dark and stormy the weather, we had to go. My helper was so "hungry" she would die of starvation before morning. So with the plate of food in one hand and a pitcher of hot coffee in the other, I had no use for an umbrella. But what a happy change it brought forth when our lunch was brought to us.

New children came to us all the time and each new child brings a new responsibility, for some are subject to their own particular ailments. Propinquity plays a big part in this work. And you can't get around it. If it doesn't bring you closer in every respect, you can't be human.

What a jubilant little crowd at Christmas time to the few who understand what Santa Claus means. It is heart-breaking when someone is not remembered by home folks. Those little high grade children whom we had at the time showed a keen sense of partiality. We were always fortunate enough to have something in reserve to fill the deficiency, and all was well. These children are not critical but easily pleased.

When people ask me how I've stood nine years in the Junior Ward, I always reply by saying I would not swap my job for any other on the place. If the time ever comes when there is a separate building for little cripples, I want that job.

The same treatment applies to all children at Caswell. They are put here in our care and they accept whatever treatment they get. Be it good, bad, or indifferent, they have no way to retaliate. Therefore, the appeal of helpless children brings forth the most sympathetic treatment one can give.

———o———

REHABILITATION FACILITY

The Facility accepted thirty-six cases for evaluation and training during the last quarter. Only four cases were accepted from Caswell. The Facility has a large backlog. To add to the problem, one of their counselors resigned to obtain further education. The director did find a replacement in Mr. Larry Phipps, but it will take time to train him fully.

At the County Fair the Facility's educational exhibit "Ladies, Your Protection Is In The Bag" won a blue ribbon and a fifty dollar cash award. The exhibit depicted how a woman could protect herself with items carried in her purse. In individual competition five blue ribbons and two red ribbons were won by the Home Economic students making entries in cookies, small cakes and candies. With the money won, the students were taken to the State Fair.

The Facility and Caswell shared expenses for the decoration of the Christmas float for the Kinston Christmas parade. The float won third prize of fifty dollars. Many were disappointed it was not first or second as they felt it was unique with the Sugar Plum Tree decorated with imaginary sugar plums.

In October a Halloween party was given and in December the annual Christmas party for the students was held at Emma Webb Park. A local band played and approximately 200 or more people attended.

The girls made some decoupage items for Christmas presents. They also prepared the cookies, candies and cakes for the Christmas party. The students attended the Christmas program which Caswell gave. They then attended a party in the Home Economics Department where each received a small Christmas present. All of the students went home to enjoy Christmas with their families.

Many visitors have been toured through the Facility. Dr. Winnifred Neilson, state psychologist, visited to see the new learning lab that the Lenoir Community College put at Caswell. She was very

CHRISTMAS

Christmas has gone. We are now back to our daily routine. To most of those at Caswell it was an exciting time, but to some it was a sad and lonely time. This is inevitable since we live in a world of opposites and contrasts.

Christmas Season was opened with the Trainable School Chorus and Rhythm Band performing in the Tarry Town Mall in Rocky Mount. This was so well received an invitation was immediately extended for a return performance next year. The performers especially enjoyed the hamburgers, apple turnovers, Pepsis and chewing gum given by the local merchants.

Santa Claus arrived the next day with many of the floats in the annual Christmas parade. He received an enthusiastic welcome even though it was dark when his sleigh appeared. Cekita, a cripple, was so excited she was still bubbling over when her teacher arrived the next day.

For the first time about one hundred and sixty Caswell residents were transported to the First Presbyterian Church to listen to Buford Goodman, Minister of Music, play Christmas music on the organ. He prefaced each piece with a short, interesting talk and at one point told his listeners they would hear music laughing. The residents so enjoyed the music they talked about it for a week. They sang many of the hymns and anyone who knows our residents knows how much they love to sing. The minister of the church sat listening with tears in his eyes.

The Marine Band from Camp Lejeune came again for its annual concert. This year the concert was beyond all expectations. This concert was geared exactly to the listeners' level of interest. Santa Claus was woven in to be part of the performance. Santa needs only to show his jolly old self and our boys and girls give him the warmest welcome he could ever receive.

For weeks before Christmas one could hear Christmas music emanating from the music room in the school. The chorus and band received a number of invitations to sing and for various club parties. But the real climax came on December 20 when "Christmas Round the World" was presented to a large size audience in the gymnasium. As always one is astounded and at times amused by what these boys and girls can do with training.

The living units were thrown open to the public after this performance. Everyone left the Recreation Building to make a tour. Much work, imagination and money from many of the staff members' pocketbooks went in to make the living units come alive and sparkle. One could not but feel something special was in the air.

For many, the Christmas wish was a visit home. Christmas was the happiest time of the year for those whose family or friends come for them, but some of those who stayed behind, there were sadness and tears. On December 24, six-hundred and sixty-five had left the campus. This meant about twelve hundred remained with us. It must be remembered it made no difference, because of limitations to many of these whether they left or stayed, but to some it did.

No, there was no child nor adult forgotten. There were presents for all under the Christmas trees, thanks to the many organizations and persons who never forgot Caswell in their givings. These are the people who supply the extras so that our residents receive something other than the plain necessities such as everyday clothing.

Yes, to some Christmas means loneliness and sadness, but to those who really enter into the spirit of it, it brings life - joy - hope. So it is with these, our residents, at Caswell.

---

much impressed with the lab which is an additional resource for rehabilitation students.

Mr. Dunne, the Director, attended a meeting of facility directors and supervisors in Fayetteville on November 21. Mr. Dunne and Dr. Charles L. Herring, medical consultant, travelled to Goldsboro in December to attend a facility director's and medical consultant's meeting.

During the last quarter the combined earnings for the students on the job training amounted to $17,745.00.

VARIATION ON A FAMILIAR THEME

Little things matter - little things like Christmas trees. Caswell abounded in trees at Christmas, but one was different from the others, being special in time and in purpose.

Little people matter - the little people who never know success as the world measures it, who will always be the servants, never the masters, the little insignificant people.

Such was Annie Bell, plain, middle-aged, retarded Annie Bell. Annie Bell whose toothless smile was attractive because one sensed it signified warmth and concern. Annie Bell who worked for years in Austin A and of whom a cottage parent said a while ago, "She's a good worker. In fact I just don't know how we would get along without her."

They know now, for Annie Bell died on January 8th, after living at Caswell for forty-two years and before that she spent some months in the Central Hospital. It was feared she might die before Christmas, so Mrs. Pauline Gardner, Hospital Housekeeper, arranged a pretty little tree in Annie Bell's room in November. She was told that the tree had been put up early so that she could have her Caswell Christmas in the hospital and then go home for the holiday.

When Christmas came, she was too ill to go home, but she had enjoyed her tree for weeks. And now Annie Bell needs no Christmas tree for she is constantly in the presence of Him whose birthday we celebrate at Christmas. It's good to remember that in her last days here she was given the same love and attention which she had shown to others.

"Inasmuch as ye have done it unto the least of these, my brethren, ye have done it unto me."

—Mrs. Jean I. C. Tabory

FACTS AND FIGURES

For the calendar year 1968, ninety-five (56 male - 39 female) were admitted to Caswell. During the same time there were 136 (77 male - 59 female) discharged. This figure includes 25 (16 male - 9 female) deaths.

During the last quarter we admitted 32 (19 males and 13 females). Discharges stood at 48 (26 males and 22 females). This figure includes 10 (3 males and 7 females) discharges direct; thirty (19 males and 11 females); and eight (4 males and 4 females) deaths.

There were 46 (30 males and 16 females) referred. At the end of 1968 there are 69 (46 males and 23 females) on the waiting list.

As of December 31, 1968, there is a total population of 1,795 (964 males and 831 females) on the books. The resident population stands at 1,797 (968 males and 829 females). This figure is somewhat lower than December 31, 1967, when the resident population stood at 1,849 (996 males and 853 females). It should be again stated the maximum population should stand at 1,650 according to the statistics issued from the Department of Mental Health but as is seen, Caswell is over populated.

———o———

PERSONNEL

Chaplain Norman Polk meets with a Sensitivity group each week. This group is led by Dr. Philip G. Nelson, psychiatrist. Chaplain Polk also presented a program on Caswell in the La Grange Christian Church.

Mrs. Jean I. C. Tabory attended a meeting of the Eastern North Carolina Psychological Association at O'Berry Center on October 17.

Miss Hilda Gibbs and Mrs. Gertrude Waters, social workers, Mrs. Jean Tabory, psychologist and Norman Polk, chaplain, served as resource persons in the group discussing mental retardation at a Family Problems Workshop organized by the Baptist State Convention of North Carolina in the Kennedy Home Baptist Church on October 29.

At the end of October Mrs. Loretta Lewis, Volunteer Service Co-ordinator attended a three day Volunteer Coordination Seminar in Little Rock, Arkansas.

In October Mrs. Fannie Best and Mrs. Gladys Lewis, beauticians, attended a beauty show and demonstrations.

Mr. Leroy Batts, director of Training and Education, attended the 20th Annual Special Education Conference sponsored by the North Carolina Department of Public Instruction in Charlotte from November 20 to 23. In October Mr. Batts participated in a workshop on Learning Disabilities of Young Children at University of North Carolina.

The Commissioner of Mental Health, Dr. Eugene Hargrove, superintendents from the various institutions, deputy commissioners and some of the other personnel met at Caswell in October.

Mr. James Trivette, recreation director, attended the North Carolina Recreation and Park Society Annual Conference held in Greensboro on November 12, 13 and 14.

TRAINING AND EDUCATION

The Director reports the Department has set-up an In-Service Training Program. A series of lectures by persons considered to be authorities will be invited to speak. Also an undergraduate course "Physical Education and Recreation for the Mentally Retarded" is being taught at Caswell by an instructor from East Carolina University.

At the County Fair Caswell's exhibit "Treasurers of our Community" was awarded a blue ribbon and a fifty dollar cash prize. The exhibited depicted Kinston's community resources in the form of a large treasure chest overflowing with gold coins; each coin was labelled with a particular resource.

About nine hundred books have been purchased with E. S. E. A. funds and have been added to the student section of the school library.

Dr. Harold Corter of the N. C. State University's Department of Psychology has been orienting selected staff members who will take part in his experimental learning program.

Thanks must go to Mrs. Brinson and other staff members. Around forty girls will have a chance to join the National Girl Scout program.

The Girls' Sheltered Workshop will resume operations after January first. The new contract from DuPont Company consists of separating and checking single and double plastic inserts. The company will pay one dollar a thousand. The boys started working on this project in November. The money received does benefit the residents. Forty dollars was given to some of these students and five dollars to others to enable them to shop in town just before Christmas. The larger amount went to those who receive nothing from their families.

In November, Mr. Trivette, Director of Recreation took the Tumbling Team to the LaGrange Rotary Club. He talked to the men on Caswell's Recreation Program.

Also in November, Mr. D. A. McGowan from Wilmington brought a variety show which included a line combo, singers and dancers. The residents danced to their music.

The Recreation Department reported they wrapped some 684 Christmas packages for distribution to the buildings.

The Home Economics Department is always a busy department. During the last quarter, 43 costumes were made for the Christmas program. Besides this, the dresses for the Chorus were laundered. Pants, shirts and ties were fitted on the boys in the Chorus. Besides the regular classes this department continued to serve refreshments for such activities as the Marine Band, the Superintendent's meeting, the Physical Therapy Seminar, Two Girl Scout Meetings, Staff meeting, etc.

Life is a grindstone and whether it grinds a man down or polishes him up depends upon the stuff he's made of.

J22
1:34/2

North Carolina State Library
Raleigh

N. C.
Doc.

The CASWELL NEWS

THE CASWELL CENTER - KINSTON, NORTH CAROLINA

CHALLENGE

"Whatever difference there is between the mentally retarded and other children, there is one respect in which they are all the same. They can be taught, they can be helped, they can lead normal lives, contributing to the society instead of burdening it - if we will it.

If we are prepared to accept responsibility for these children to work with them - not to what we think is the limit of their abilities but to the limit of our abilities - they can be helped."

—Robert F. Kennedy
Address to the Rhode Island
Association for Retarded
Children 1965

April, 1969

Volume XXXIV

Number 2

The Caswell News

Vol. XXXIV - No. 2 KINSTON, N. CAR. - APRIL, 1969 $1.00 Per Year

Published quarterly for the benefit of Caswell Center and for the information of the citizens of North Carolina.

Frank Badrock, M.D. ....Superintendent
Mr. S. H. Stroud ....Business Manager

Editor ....Pearl L. Adkins
Circulating Manager ....Sarah E. Claytor
Treasurer ....Mrs. Evelyn Wiggins

MIRACLES

Do miracles happen nowadays? That depends on what we mean by miracles. Joe Ann's mother thought it was marvelous when she saw her daughter lying in bed without help from a suction machine for she has needed the machine for years. Joe Ann was admitted to Caswell recently and assigned to McNairy Building which is now a hospital for non-ambulatory residents. The building was opened as a hospital on February 25 and the nurses think they have seen many wonders in the five weeks they have worked there.

Dennis is beginning to take a few steps. Willie is standing up and beginning to take a few steps. These children have never walked in their lives and for them to take a few steps is as great an achievement as for us to climb Mt. Everest.

Mittie can hold her own drinking bottle. The miracle here is that Mittie is sixty-five years old and has learned to hold her bottle since being transferred from Johnson 1 to McNairy. She has been at Caswell for seventeen years but until now, nobody has had the time to teach her to hold her bottle for there are forty-four residents in Johnson 1. Individual attention is what makes the difference. Says a smiling practical nurse, "We call her granny. She just laughs. She likes it here."

At present there are only sixteen residents in McNairy which has a capacity for 60. Eleven people - nurses, practical nurses and aides on three shifts work there.

Mrs. Linda Dail R. N. is in charge and her enthusiasm and that of her nurses is inspiring. They are determined to organize miracles. Already the physical therapist is working with some of the residents and in the future she will show the nurses and aides how to use physical therapy on their charges because, of course, there are far too many at Caswell who need therapy for the therapist to do all the work herself.

Says Mrs. Dail, "I want it to look like a home." No easy task in a hospital with sixty beds, but many people are helping. A church is going to make valances. The Kinston Junior Woman's Club is going to furnish the Visitors' Lounge. Mrs. Dail ordered some pictures of characters from Walt Disney stories and the school Industrial Arts Department fixed them onto plywood. They will be placed on the walls. The carpenter's Shop has made frames for beautiful pictures from a calendar. "They've helped a lot," remarked Mrs. Dail, "I'm just thrilled to death with this", pointing to a box designed to keep all the toothbrushes in a hygenic condition. "They made that in the carpenter's shop. Look at those eating trays. They were made in Industrial Arts. They can be used for other things too. The Volunteers use them when they work with the children who color and make things."

Mrs. Broadwell and Mrs. Boyette, Volunteer Workers from New Hope Baptist Church come every Tuesday morning from 9:30 till 10:30. Mrs. Dail and her nurses are happy to have them coming to help to brighten the children's lives. "I want it to be bright", smiles Mrs. Dail. "The colors will be so pretty and bright when the place is decorated and the children will learn to recognize them."

Mrs. Loretta Lewis, Volunteer Service Coordinator has noticed that the birds gather on the ground near the front door of McNairy. She thinks it would be wonderful if some garden club would take up this area as a project and plant flowers and put a bird bath in the middle of the flower beds. This would be something for the residents to see and admire.

McNairy is the fifth living unit for non-ambulatory residents under the direction of the Medical Department. There are four Crippled Children's Hospitals. McNairy building bears the name of a doctor who was Superintendent at Caswell over fifty years ago. Miracles have been happening all those years even if everybody has not recognized them as such and if we hope to see greater miracles in the future it is because we now have more workers than we did in the past. It is through people that God works miracles and he has not stopped working.

Jean I. C. Tabory

———o———

The writer in an article in the International Mental Health Research Newsletter believes that mental retardation would be cut in half within a generation if the retarded were prevented from having children.

HIGHLIGHTS

The miracle and magic of Spring have finally come to campus. It has been a long cold winter. The appearance of the campus is taking on a new look. One sees the yellow forsythia, the red japonakas, the flowering quince as well as the delicate daffodils and blue violets. The brown grass is gradually turning green. The trees are beginning to cast their shadows as the leaves begin to burst forth. The farm help has plowed and sewed. The boys and girls more and more are seen romping and playing in front of their buildings - groups are taking walks. The train has begun its routine of slowly going around the grounds picking up the old and young alike to take them for a ride. It is good to see the Spring.

Kite flying is always a part of the Spring awakening. One sees the small boys and some big ones with the help of their cottage parents trying to get their kites skyward. Sometimes the kites fall and get entangled in the wires much to the distress of the electricians but who would deny these children this new excitement? A cottage parent bought three kites for the Parrott 3 men. These are the crippled who have few of the many joys that most normal people have. They were delighted when one flew all the way to the new shopping center. In the Crippled Children's Hospital the teacher helped Cekita, Kermit and Harvey make three kites. Each put his name on it. That day it was much too cold to be outside to try to fly them but they had fun. Mrs. Tabory, our psychologist ponders "who knows to what extent flying kites helps to develop the imagination of the retarded? Its operator holds the string, looks up into the windswept sky and thinks long, long thoughts".

Twenty-eight children from the academic school were taken to the circus in Raleigh in February. What child does not love a circus? These children came back to Caswell with many things to remember. Most, possibly all, of them had never seen live elephants, camels, lions and tigers. They no doubt regaled their friends and cottage parents with interesting stories of their trip.

Ten staff members from the Training and Education, Social Service and Psychology Departments attended the Forum on the Emotionally Disturbed Child in Raleigh on March 25. There are 193,000 emotionally disturbed children in North Carolina. They are not mentally retarded. Several speakers from out-of-state as well as in the state discussed how to meet this need as there is no greater health problem than that of mental illness. Various ideas were discussed but no definite recommendations were made.

The social workers from Dobbs Farm continue to meet with the workers in Caswell's Social Service and Psychological Departments once monthly to discuss some topic of mutual interest. The last three discussions centered about brain damage, a book, "The Cloak of Competence" and Florence Nightingale.

In-Service Training has added another course to its curriculum. This is a course in Pharmacology and is being offered to staff registered nurses. It is provided through the cooperative efforts of the Lenoir Community College and is being taught by Betsy Manglass, R. N., B. S. There are eight registered nurses enrolled in the class.

The Dark Shadows from Mt. Oliver, North Carolina did an excellent job of entertaining the Caswell residents at the recreational building on Sunday night, March 2. Music and dancing was enjoyed by all.

Many Valentine parties were given around and on Valentine's Day by volunteer workers, clubs, sponsors as well as cottage parents. In every building one saw decorations and many of them original ones to remind us of this day. This year Valentine trees were the thing. The idea originated, we believe, in the motivation classes. The little tree branches with valentines attached added greatly to the party decorations. It is impossible to mention and thank each person and each club but Caswell is always grateful for these many thoughtful deeds.

It is always interesting to see the various bands. One hears quite regularly the trainable school, but one does not always hear the Boys' Colony. The volunteer, Mr. Tom Roberts from Jacksonville continues to do a remarkable job, but he is leaving us after Open House in May. This is indeed regrettable. The boys' band in Pollock A continues to practice and played for a Valentine party.

Speaking of Open House we announce it is to be held on Wednesday, May 7. Everyone is welcome. This year there will be tours as well as a program produced by the academic and trainable schools. The tours will begin at 1 p. m. Open House is an annual affair and comes during Mental Health Week.

Caswell's workshops continue to operate successfully. The boys' workshop still has contracts with the DuPont Company, the Old Dominion Box Company and some bottling companies. Mrs. Tabory describes what the girls have been doing as follows: "As one passes the big glass door of the mobile classroom one notices a collection of multi-clored Easter Baskets. This doesn't mean that Caswell has been asking for Easter gifts at a very early date. These baskets represent work. They are Caswell's contribution to the new Shopping Mall.

"The manager of one of the stores to be opened there has had experience of giving work to the handicapped in Virginia. He knows that they can do good work so he asked LeRoy Batts, Director of Training and Education, if Caswell residents could fill Easter baskets for his store. Now a group of moderately retarded young women are busily employed putting paper, artificial grass, jelly beans, chocolate eggs and bunnies, and toys into baskets which are then encased in bright celophane. The store gives instructions concerning exactly what is to be done and the young women work under the direction of Mrs. Vicki Howell. The store pays for the work. This is a business arrangement, not a charity. It is profitable for the store to use the labor of handicapped workers.

"It is profitable for the workers too and not only financially. It bolsters their self esteem when they see that they can do some useful work. They realize that they are just like other people. They are needed. They can contribute.

COTTAGE LIFE

A total of nine cottage parents visited Murdoch Center in January for three days to observe resident training programs in four of the living units. Some areas of training observed were bed making, shoe tying, self dressing, feeding and manners, brushing teeth, bathing and recreational outlets. As a result a similar program is being set up in Cottage 2 which has seventeen severely retarded and low trainable boys.

The cottage parents in Cottage 2 feel they have been making progress. A portion of their February report is quoted:

"Surely, one must know and work daily with a severely retarded resident to see progress. You must look for it to find it. Progress such as has been made in Cottage 2 may seem small but to the cottage parents, and we hope to our supervisors, a big improvement can be seen. The parents of some of the residents have expressed to us when visiting their children how pleased they are with the change they have seen. Calvin's mother has said how happy she is that Calvin seems much happier. He is beginning to talk; he always tells when he needs to use the bathroom; this he did not do when he came to us. He never said anything. He never took part in any activities; he has become more active.

"Sam was a real problem; he ripped off his clothes when told to undress. Now if he cannot remove his clothes he will come for help. He also kept his shoes off when in the unit; now he seldom removes them. Although he still needs a lot of training he has made a big improvement. He is also beginning to say a few words.

"When Al's mother visited last week, she came in the unit and observed him dress himself. She has spoken several times of the change she has seen in him. He has matured a lot."

"Dannie and Clifford could not put on or remove any clothing. They could not even pull their pants up or down. Cliff has learned to remove his clothing except for buttons. Dannie can remove part of his clothes and has learned to put on his clothes. Clifford never joined in anything the others did but he has bugun to show an interest and will join in when he is encouraged to do so. Cliff's mother is very pleased. She stated that he is not nearly as nervous as he was when he came to Cottage 2 and he shows he is much happier.

"Anthony has been with us only a short while. He can already take care of his personal needs without special training. We are teaching him to help him to help with the work. He is very hyperactive. He is happier when he is busy. He is getting work money and is given the money and is taken to the store to spend it.

"There has been a big improvement in the dining room. We feel this is obvious to anyone who observed them when they first started going to the dining room. They have been trying to use a fork, a napkin and a straw. When this is accomplished, we hope to use a knife."

In March the training program was reported to be slowly taking shape. Mirrors have been installed to help them in their grooming and tooth brushing. Coat racks have been lowered. In the dining room knives have been added to their silverware. So far, not many of them know how to cut their food but they are learning to spread with their knives.

In order to provide space for trainable applicants on the waiting list, it was decided to convert Cottage 5, an educable boys' unit and Cottage 4, an educable girls' unit to living units for trainable residents. Space for the Cottage 4 and Cottage 5 educable girls and boys was made available in other educable units. Fewer educable residents are being referred and hence there are fewer admissions in this classification. Furthermore, there are more discharges in this group.

A doctor from Murdoch Center recently was at Caswell and visited several of the units. In a letter to Dr. Harper he commented on the great improvement that had been made in the Colony units since his last visit a few years ago. He also stated he observed many more of the Colony residents are now wearing regular clothing instead of rompers.

"These young women are part of the Sheltered Workshop Training Program at Caswell. The residents in this program are moderately retarded. Few of them can learn to read and write. They do not have the ability to become tax-paying citizens living independently, but they do have the ability to do useful necessary work in sheltered workshops. Here at Caswell they are trained to do this work so that they can go back to their communities and work in workshops and know the satisfaction that comes from being able to earn some money."

—o—

FACTS AND FIGURES

On December 31, 1968, Caswell had a total population on the books of 1844 residents (987 males and 857 females). Of this figure there were only 1795 in residence. At the end of the first quarter of 1969 Caswell had 1858 (995 males and 863 females) with a resident population of 1823.

During the past quarter, there were ten discharges (9 males and 1 female); 6 deaths (4 males and 2 females). Four (3 males and 1 female) were put on trial placement and 4 (4 females) were placed on working assignment.

There were 33 (23 males and 10 females) admissions. Of this 33 there were 28 first admissions (20 males and 8 females); and 5 readmissions (3 males and 2 females)

During this period, a total of 17 (8 males and 9 females) applications were received. While 60 applications (34 males and 26 females) were closed.

—o—

There are still 5.1 million children under 12 years of age in the U. S. who have not been inoculated against measles, one of the causes of mental retardation.

The Reverend E. Charles Bauer feels that religion is a subject in which most retardates really major.

HAVEN ON THE NEUSE

"Through the actions and words of the children and the older residents, we have attempted to give a view of life as it functions in a school for retardates. We have stated our purposes; we have reviewed our accomplishments; we have suggested the nature of our plan."

These are the words which aptly sum up the book "Haven on the Neuse" which has come off the press. The authors, Miss Elizabeth Brown, and Mrs. Sarah Shaw Genheimer worked long and hard to detail accurately the history of Caswell and to bring to their readers the kindly human touch which these authors not only personally felt, but observed in the years of work at Caswell.

The author, Elizabeth M. Brown is a clinical psychologist who came to Caswell in 1941. She was the Director of Psychological Services for eighteen years. She received her BA from George Peabody College; her masters at the College of William and Mary and did graduate work at Columbia University. During the years Miss Brown was at Caswell she gave of herself completely. She not only assumed the responsibilities of a psychologist but had for a number of years charge of the waiting list and admissions. She edited the Caswell News. She did whatever was needed to be done. Her kindly personal touch could be felt and seen in all she did.

The co-author, Mrs. Genheimer (now deceased) was the first school principal at Caswell. In June 1914 she was placed on the payroll as she felt "it would be an honor to join Dr. McNairy and our state in this humanitarian venture". She was educated at Flora McDonald College, the University of Tennessee and the University of Virginia. She majored in education and psychology.

The authors researched diligently. Hours were spent researching the personal papers of the first superintendent, Dr. Ira M. Hardy; the minutes of the Hospital's Board of Control; The Caswell News; plus many personal interviews with past and present employees, relatives of employees; residents of Caswell and with the Mental Health Department in Raleigh.

The book is in two parts. Part I gives an introduction to Caswell and consists of only five pages. With Part II the history begins with the chapter "Seeking A Haven". The idea for a "haven" was born through the birth and untimely death of a baby in 1910. From there the book carries us through the political maneuvering so necesarry for the Legislature to pass the necessary bills in 1911 and the laying of the corner stone on May 6, 1912.

From there on the book describes all the various periods of World War I, the Great Depression, World War II and aftermath of the long Cold War during the years of 1950-1961. As the authors state "Caswell had come a long way since 1914. The students, the staff, the program and the physical plant had undergone many changes. Through all these years, the spirit of helpfulness was a guiding light for students and faculty".

Anyone who has been a part of Caswell or a part of the mental retardation movement through the years will find the book not only interesting but valuable. Miss Brown and Mrs. Genheimer have made a lasting contribution to this field. Only those who have been a part of it could write in such a manner. Caswell will be ever grateful to these women.

MOTIVATION

"There is an air of anticipation around South Dormitory these days. There is a scurrying of girls in and out of the doors! There are stakes being set around the building with white strings attached! Mary says, "Now don't step on those strings"! Irma is out checking on her part of this excitement. Annie Mae is concerned over her area. Willie hurries in with her arms full of books. There is a strange box with all sorts of "goodies" in it in one of the closets. What is going on?" Mrs. Bridges, a motivator, has written the above about a motivation series on flower gardening for the spring.

Miss Farmer, the new classroom teacher for the crippled children, feels the Motivation Course is of value to the teacher in the classroom as it is to the group in the Motivation session. She writes, "The first steps of acceptance are essential in encouraging the crippled children. So many of them have been overlooked as individuals for so long that being accepted as an "important individual" is one of the best ways to give such a resident confidence. Often this first step of acceptance must be repeated for as long as a week before the crippled resident is ready to move on to the other steps which ask for his response.

"The remotivation techniques are structured and orderly. This orderly fashion is a great benefit to the resident because it is through the routine and repetition that the resident becomes a part of the group. Once the resident is relaxed in the new atmosphere, he is ready to respond to the teacher. This is the goal response on the part of the resident.

"The visual aids which the remotivation sessions employ are of the most value to the crippled resident since this may be his only touch with the reality of the world outside the hospital."

From the Girls' Colony, Mrs. Smith, the motivator writes, "Mary sits with her head down, she cannot talk, but understands when you talk to her. The motivation sessions were worth the effort the day Mary held her head up and smiled. This is the only time that Mary has shown any emotion or expression in the ten sessions. She smiled when Dorothy was trying to play the organ."

Mrs. Foy from Cottage 3 writes: "To get to know these girls as individuals was a rewarding experience. We went on field trips, had sessions on oral hygiene, water and many other topics. The girls are real proud of their potato vine growing in our unit that we fixed during one session. Some of the group that never participated in recreational activities interacted and responded during sessions. For our next group, Mrs. Judy Parrott and I are having our sessions on ceramics."

All the above excerpts were taken from a little magazine which is being compiled and edited by the In-Service Training Department. It is being given out to all workers who conduct motivation groups and department heads.

TRAINING AND EDUCATION

The Director of Training and Education submitted and had approved a second amendment to ESEA Title I Project. This is for additional supplies, equipment and services to continue the present activities which were proposed under the original project. Funds in addition were requested for a "Car-Wash Training Area" to be operated under the Vocational Training Program activity already being funded by Title I. This request arose from a survey of local job opportunities being suitable to the capabilities of the retarded. One of the other services was to provide funds for summer camp tutition. The Department spent some time on program evaluation and self analysis. The role of the institutional teacher seems to becoming one which would be described as "Educational Therapist". This would demand more perception on the part of the teacher in terms of the "whole child". The Director feels this is imperative in relation to the changing role of the institution from that of custodian to that of rehabilitation. Mr. Batts, the Director of the Department, was invited to serve in an advisory capacity for the Kinston City School Administration for the planning of a preliminary proposal leading to a pilot project under ESEA. The purpose would be one of evaluation and preparation of a comprehensive program to strengthen and expand the present program. A third amendment under ESEA has been improved. This amendment will provide social work services for Caswell's "Short Term Admission Program" as it relates to school age residents who will be returning to their communities. The primary responsibility of this program is to establish more effective communications between the Center and community agencies including schools to insure that a program is developed for the child upon his return home.

Mr. Newby, the school principal, reports that the question of teacher's salaries continues to be a major factor in attracting Class A teachers to teach at Caswell. Teachers who have worked in the regular public School systems feel that their income is lower per month if one considers the total number of days the teacher works per year.

Mrs. McCutchen, North Carolina State University Department of Psychology, visited Caswell in February for a special conference with those teachers who were working on the cognitive training program. The goal of this program was to increase the ability of students to think and learn at a faster rate. This program was completed during March. Most of the teachers felt a certain part was too difficult for our students. A group of psychology students from North Carolina State University conducted a testing program on March 25 on all the students enrolled. Final results will be presented later.

In February the academic school report cards were sent to the parents of all the students. It was noted that most students took some pride in their academic successes. Some appeared to feel they should have worked harder.

A representative from Farmac Company gave a demonstration on reading aids and techniques to the school staff in February.

The student evaluator has been stressing that some of the students are displaying "gross behavioral disorders". She points out how helpful it would be to have some psychiatric consultant services on which they could depend to take their problems to.

In January, Miss George Ann Farmer joined the staff as a teacher for the bed bound crippled children. This has long been needed at Caswell and is a big step in the right direction. Miss Farmer is working with one resident at a time or in groups of two or three. We will be learning more about her in the future. At present there are nine enrolled in this specific program.

Mrs. Hinson, the supervisor of Classroom Instruction in the Trainable School and Mrs. Howell, the Instructor of the Girls' Sheltered Workshop visited the Rocky Mount Workshop in Rocky Mount on February 21. This visit gave a general view of what kind of projects this workship has undertaken.

A new instructor, Mr. W. D. Arnold, has been hired by the Industrial Arts Department.

Four classes in the Home Economics Department visited a resturant in Kinston. They selected their own lunches and paid for them, including the tip for the waitress. The girls learned much from this experience and discussed some of the things they need to learn before the next trip.

The girls' classes prepared refreshments and invited their matrons to a Valentine party.

All the girls in these classes visited the clothing store at Caswell and each one selected clothing and each one altered, hemmed, laundered and ironed her own selections. The boys have begun their spring projects. Each will make himself a shirt and his mother or a lady an apron.

From the Recreation Department comes the report that Miss Nell Stallings, professor of Physical Education at East Carolina University taught a class in Physical Education. Staff members from the Training and Education, Cottage Life and In-Service Training Departments, took the course. Mr. Trivette, the director of Recreation Department states: "The main purpose of this class has been in teaching us the basic motor skills, the fundamentals and reasons behind the activities and most of all to create the proper attitude of the staff members toward whatever activity is being carried out and becoming involved directly in that activity."

Sixty residents were invited to attend the Kinston Heart Fund basketball game played at Grainger High Gymnasium on February 17. It gave Caswell residents an opportunity to see college and former college athletes play the game at its finest.

On the weekend of March 22-23, the recreation staff basketball team was asked to participate in a Mental Health Basketball Tournament held at Butner. In this tournament, all state hospitals and institutions for retarded participated. Caswell came home with the trophy by defeating John Umstead in the final game.

The Recreation Department does have an intramural basketball program and there have been some very good games.

Several members of the Recreation Department met with some of the Recreation Department from

VOCATIONAL REHABILITATION FACILITY

The Vocational Rehabilitation Facility during the past quarter accepted 27 students for evaluation and training but only 4 of these were from Caswell. In January, Mr. Dunne stated that the clients were younger than usual and it therefore took much longer to evaluate these students and place them on jobs.

An added problem with these younger boys and girls is the discipline, especially after hours and on weekends. It took much time on the counselors' and director's part to try to handle these problems. In February the director had to expel three clients and this seemed to have a sobering effect.

The weekly Wednesday night dances have been regular affairs. The school boy groups which have provided the music at no cost are the "Modified Productions" of Jacksonville and "The Nightbeats" of Kinston.

In January the director attended an Area Directors' Meeting in Fayetteville and another meeting in Raleigh as well as one in March.

The Counselors, Larry Phipps, Matt Elmore, Frank Rouse and W. B. McDevett, assistant director, together with the director, Mr. Dunne attended a special conference at St. Andrews College in Laurinburg.

The counselors made several talks to civic and welfare groups.

The Wilson district office staff made a visit and tour of the Facility in March. Mr. Rouse, the counselor, talked to them. Also he had fifteen special education students from Greene Central High School in Green County visit the Facility. This was for the purpose of orienting the students to the Facility's program in preparation for their later enrollment.

On March 14, Mrs. Jean Tabory, Caswell's psychologist, spoke to the staff at their regular training session regarding psychological testing.

Mr. Dunne and Dr. Badrock, superintendent of Caswell, attended an Inter-Area Agency Meeting at the Country Club in Greenville. Interested community agencies were also invited.

As of the end of March, 152 active cases were being carried by the Facility. During March, 43 trainees were working in on-the-job training situation earning a total of $68,185.00 for that month. In addition to these there were 617 previously closed cases with reported earning of $105,287.00.

O'Berry to discuss and plan for an inter-institutional recreation program for the coming year. This should be a worthwhile project with many advantages.

In March the residents enjoyed Mr. William V. Davis from Rocky Mount. He gave a program portraying a clown on the trampoline.

Later in the month the North Lenoir Chorus and Variety Show presented a very entertaining program which consisted of singing, modern acrobatic dancing.

SCOUTING

The following are excerpts from two articles Mrs. Tabory wrote regarding the Girl Scouts.

"The girls in Girl Scout Troop 490 took lots of orders for cookies. We think Troop 490 is special. For one thing it is a newly established Troop and for another it is Caswell's Troop which means every member is mentally retarded."

"There are thirty nine girls all of whom are pupils in the Academic School in the troop which meets every Wednesday under the leadership of Mrs. Brinson assisted by Miss Hobbs and Mesdames Baker, Grimes, Knoules and Watkins. The girls who have uniforms wear them. If anybody has a Junior Girl Scout Uniform which she no longer needs Troop 490 could use it.

"In the opinion of the leaders, scouting is good for retarded girls who have exactly the same needs as other girls. One of those is the need to serve. We don't want the Caswell residents to think that something must always be done for them. We want them to have a chance to do things for other people. This week they had a chance to sell cookies. Miss Erma Hobbs is chairman of the Caswell cookie drive. Most of the profit made will go to Scout Headquarters. The girls had the chance to help a cause."

"We all need to be a part of a movement that is bigger than ourselves. Girls find this in Scouting. It is easy for the retarded to become isolated. This week the Caswell Girl Scouts knew they were doing the same as the Girl Scouts in town and, indeed, all over America."

"Another need we all have is to try. It's very important to keep on trying and sometimes the retarded find it hard to do this because it is difficult for them to succeed. The Girl Scout movement stresses the importance of the words, "I will try" and of the fact that it is by trying that we make our greatest contribution to the welfare of mankind.

"At Thinking Day held on February 22nd, which was the birthday of Lord Baden Powell, The Founders of Scouting, the girl scouts joined their thoughts and sent them around the world as a powerful prayer that all men should be friends. Caswell Scouts participated in all the activities. They sang and danced and listened with the other girls. This is important for retarded people because so often they are made to realize that they are apart and different."

The Boy Scout Program is still an active one. Mr. Trivette, director of the Recreation Department reports that the troop participated in an overnight trip to Holly Shelter Wildlife area in Pender County on February 22. A six mile walk to the evening camping area and a nice hot bath at Caswell ended this weekend for the scouts. Fixing the designated camp area, cooking, watching deer and making deer track molds out of plaster of paris were a few of the events in which the scouts were engaged.

SHARING

The following article which appeared in the Kinston Free Press is written by Mrs. Jean Tabory.

Lessing said that if he could ask the Sphinx one question it would be, "Is this a friendly universe?" There is no easy answer. One could produce evidence for both "yes" and "no". Here at Caswell we must answer "Yes" for we see much friendly behavior.

Volunteers come week after week to work and play with residents or to help in the clothing shop. Others delight residents by taking them off the campus on excursions and comfort them by taking the homeless into their homes on special family occasions like Christmas and Easter.

Cottage parents give time and money to make life more satisfying for their charges. They give thought too and help in tactful ways. In an "In-Service Training Program" a cottage parent from the colonies remarked, "It's a shame the way some of the parents don't write. Letters mean so much to these children. I send postcards to them. They never know they don't come from their mothers. It makes them happy."

Other workers are kind too. Recently a resident who works in the dental clinic had to have surgery in a hospital in town. The dental assistant visited her in the evening bringing the gift of friendship.

The residents give friendship too. A mildly retarded young woman met a severely retarded child on her way back to her building after a test. She greeted the worker who accompanied the child with a friendly word and bent down to give the child a piece of bubble gum. A crippled child lay in bed weeping because of pain in her leg. Her little friend pushed his wheelchair to her bed and gave her his toy truck saying, "Don't cry. Here's my truck for you." Caswell is a friendly place.

But is the universe a friendly place when retarded people have to go into institutions to avoid rejection? Perhaps we ought all to be working to bring about the day when many handicapped people can be accepted in their communities. This is one way in which we can help to make our tiny corner of the universe a friendly place.

Tom is happy. Nobody who sees his smiling face as he walks around the campus with a toy St. Bernard dog under his arm can doubt this. Maybe most boys of fifteen wouldn't appreciate a stuffed animal but to Tom it's a reminder that somebody cared enough about him to give him presents. He was also given a radio, a toy train, and some clothes but the best gift of all was the chance to spend the Christmas vacation in a home and not in an institution.

Tom has been at Caswell for eight years and he's had only one visit off the campus and that wasn't to a home. Once he went camping. He has no father and his mother has shown no interest in him while he has been here. Like her son she is retarded.

Something very pleasant happened to Tom when he was sponsored by the Willing Workers Sunday School Class of Sandy Cross Baptist Church, Hobbsville, N. C. When one of their number asked Mrs. Lewis, Director of Volunteer Services, what Tom would like for a present she suggested a visit. The Riddick family who are members of the Sunday School Class welcomed him into their home.

He enjoyed himself. Now he talks about the Riddick's nice car, their nice home, their nice dog, and their nice pigs. His appreciation of the last may be associated with the fact that he was paid for feeding them.

This visit has helped Tom. It has made him happier. It may even help his school work. How can it do this? Well, at times Tom refuses to try in class. Why should he try? His family is not interested in his achievements. At other times he does mischievous things to get attention. His family never has paid him much attention. Now he knows that somebody is interested in him. It is important for Tom to learn to read, write and count for he is one of the mildly retarded who, with proper training, can become self supporting, tax-paying citizen.

———o———

VISITORS

Mrs. Mary Ellie Linford, R. N., Director of In-Service Training at O'Berry Center was a visitor on the Caswell campus on January 16 and March 5. She visited and observed in our In-Service Training Department.

Dr. Harold Carter from the Department of Psychology at N. C. State University spoke to the members of the Training and Education Department and other staff members. Dr. Carter is an expert in Cognitive Training for exceptional children.

Miss Jo Ann Alex, a psychology student, from the University of North Carolina — G, was a visitor on January 21.

On February 20, the Eastern North Carolina Psychological Association met at Caswell Center. The psychologists took a brief tour before hearing Dr. Frank Badrock, Superintendent, give a talk on the Center's admission policies and Robert Hodgens of Southeastern Community College, presented a paper on "Existential Theories of Schizophrenia".

Mrs. Bowen, a Special Education Supervisor Trainee, from East Carolina University spent two weeks at Caswell during February. She observed in the various classrooms and held conferences with the various departments. She had an intensive orientation.

Mrs. Eubanks, a teacher at Lewis School, visited for a day in the academic school to observe the methods used by our teachers in working with brain damage students.

Dr. James Osberg, Deputy Commissioner for the Eastern Region of the Mental Health Department in Raleigh and a number of other staff members from this same department have made regular visits to Caswell to conduct planning and programming sessions.

Two undergraduate students from the Sociology Department of East Carolina University are spending an afternoon a week for six months in the Social Service Department. They are being oriented and exposed the work of this department. Each is being given cases with which to work. This experience has proven to be helpful to these students.

-22
1:34/3

North Carolina State Library
Raleigh
N. C.
Doc.

The
CASWELL NEWS

THE CASWELL CENTER - KINSTON, NORTH CAROLINA

"What has to be done, has to be done by government and people together or it will not be done at all. . . . To match the magnitude of our tasks, we need the energies of our people - enlisted not only in grand enterprises, but more importantly in those small, splendid efforts that make headlines in the neighborhood newspaper instead of the national journal. With these, we can build a great cathedral of the spirit - each of us raising it one stone at a time, as he reaches out to his neighbor, helping, caring, doing. - - -"

President Richard M. Nixon,
in his Inaugural Address,
January 20, 1969.

July, 1969

Volume XXXIV Number 3

The Caswell News

Vol. XXXIV - No. 3 KINSTON, N. CAR. - JULY, 1969 $1.00 Per Year

Published quarterly for the benefit of Caswell Center and for the information of the citizens of North Carolina.

Frank Badrock, M.D. ....Superintendent
Mr. S. H. Stroud ....Business Manager

Editor ....Pearl L. Adkins
Circulating Manager ....Sarah E. Claytor
Treasurer ....Mrs. Evelyn Wiggins

THE CLOAK OF COMPETENCE

"To find oneself regarded as a mental retardate is to be burdened by a shattering stigma" — so writes Dr. Robert B. Edgerton in his book "The Cloak of Competence". This book is believed to be the first book which delves into the mind and the feelings of the exresident or expatient of an institution for the retarded as they live on "The Outs".

Dr. Edgerton, an anthropologist, together with six other persons completed a research on forty-eight men and women who had at one time been committed as retarded persons to the Pacific State Hospital in California. This research team was composed of three students (one from sociology, one from anthropology and one from psychology); two experienced secondary school teachers, and one graduate student in sociology. This team sought out these residents. They spent not less than five hours and not more than ninety hours with them. They interviewed them, shopped with them, visited with them, their relatives (spouses if married) and friends and talked with employers and landlords with their consent.

The chapter which describes "Life on the Outs" is essentially interesting. It points out three main concerns for these exresidents: (1) how to make a living; (2) proper management of sex, marriage and reproduction; (3) the ways in which leisure time is used. This chapter the author felt offered descriptive material in preparation for the critical problems these people faced. The author pointed out that although the problems in this chapter are "real and pressing" they are not as critical as those problems which relate to the stigma of mental retardation and thus to passing and denial.

The chapter on "Passing and Denial" emphasizes how seriously the exresident takes his intelligence and to what extent he will go toward denying his retardation in order to pass as a competent person. He feels he has been accused of being stupid, found guilty and hence found too incompetent to manage his own life. The accusation of stupidity is so shattering that he cannot accept it. The author points out the difficulties in finding jobs with no skills; the difficulty in finding a mate (marriage "is highly meaningful"); the difficulty in revealing their sterilization to their spouse (forty-four of the forty-eight had been sterilized); the difficulty in handling money and the telling of time.

The "Role of the Benefactor" is according to this author the essential component in helping these exresidents to deny and pass. With few exceptions these individuals located people on whom they could rely in helping them to hide their past. These benefactors included landlords, employers, relatives, neighbors, roommates, a doctor, social workers and so forth. This role is so secretive it could be called a "Benevolent Conspiracy".

This book is written in the layman's language— not couched in the professional jargon. It should be a must for all who work in an institution for the retarded. The book rather forcefully points out that institutions have failed to meet and prepare these individuals to cope with "Life On The Outs". The author stresses that the "desperate search for self-esteem" continues and that institutions must find ways to meet the needs of those who return to the community in regards to increased social competence and their attempt to devise means to deal with the stigma of being judged mentally incompetent.

———o———

FACTS AND FIGURES

As of July 1, 1969, there were 1719 (930 males - 789 females) in residence with a population of 1808 (981 males - 827 females) on the books.

For the last quarter there were 51 (32 males - 19 females) admissions. Of these 51, there were 45 first admissions; 5 readmissions and 1 transferred in from O'Berry Center.

There were 23 (12 males - 11 females) discharged. Three of these were deaths and one female was transferred out.

In regards to applications received for the last quarter there were 22 (13 males - 9 females). During this same time 36 applications (23 males - 13 females) were closed. Thirty applicants (19 males - 11 females) were accepted for admission while 6 (4 males - 2 females) were rejected for admission.

Caswell has 877 employees. On the professional side there are 159 persons in the Medical Department including three doctors and one dentist; in the Training and Education Department 345; in the Social Service Department 8; Psychology 1 and 1 Chaplain.

LOVE

The following is taken from weekly items written by Mrs. Jean Tabory for the Kinston Free Press.

There's an old saying that children when they come into the world bring their own love with them. It's not true of course. Unfortunately many children are not loved. Sometimes at Caswell one wonders if the residents bring their own love with them when one hears those who work most closely with them speak so highly of them and sees them so passionately interested in their charges' welfare.

Jo Ann lies helplessly in bed unable to roll over or do anything. Says a practical nurse with a warm smile as she tickles the child's stomach, "She has improved a whole lot since she came here." Improved? What can she do? "Her disposition has improved. She never chokes now. She has loosened up. We do physical therapy with her. She's content now." The nurse smiles down at blind Jo Ann.

A nurse's aide remarks: "We've got some older residents here. Mitty is well over sixty. She's the smartest thing. She can hold her own bottle now." Obviously the nurse is rejoicing in Mitty's achievement.

She adds, "Dennis has lovely eyes. He's a mess. He's mischievous. He's real cute. Some visitors came yesterday and he fell out of his wheelchair. He knows how to fall without hurting himself. He just loves attention." She beamed at Dennis.

Says a teacher. "They had a great time. I've been with them three days and enjoyed each trip." She takes them in small groups. They like it that way and they enjoy going in the van, not the bus. The groups that were taken out were children and adults who play in the rhythm band or sing in the trainable chorus. They went to a local restaurant where they ate family style. Then they went to a shopping center where each bought something he or she fancied. Some bought shampoo although this is provided by Caswell. They enjoyed choosing a particular brand. Some bought deodorant. Some bought cosmetics and some ball point pens. Each resident had eighty-five cents to spend as he chose. This money was donated by the Pilot Club at Christmas when the rhythm band and chorus performed for the ladies.

"I have a song to sing you," runs a line in an operetta and "Sing me that song", follows. Unfortunately it's not like that in life. Each of us has a song to sing but many of us can't find a listener. We all want attention but it's hard for some of us to get it. This is especially true in the case of retarded adults. Unlike children they are not charming and appealing. To speak the truth many of them are unattractive and irritating so we choose to forget them.

Nobody could deny that forty-nine year old Jimmy who has lived here for thirty-four years lacks charm. When people are looking for a boy to take off campus for work or on an outing he is apt to be passed over. Last Saturday a Caswell Security Officer took him to work in his yard because his usual worker was not available. This was bliss for Jimmie but not for the officer's wife who is a teacher here because Jimmie seemed more inclined to talk and to eat than to work. He ate frequently and enormously and persuaded the family to serve some fish they had planned to keep for another day. The officer felt sorry for Jimmie and offered to take him to his house on the Sound to fish at some future date. When Jimmie realized that this was to be an all male expedition he remarked, "If mama isn't coming I hope you can cook, daddy, for I sure love to eat." This visit has boosted Jimmie's self-esteem. He has visited the teacher often this week and once he advised "Tell daddy to come for me early on Saturday in case somebody else gets me first." Nobody else ever takes Jimmie out.

OPEN HOUSE

Open House has become part of the annual picture at Caswell and so to carry on this tradition it was held on May 7, on a clear, but rather hot afternoon. However, the Boy Scouts were prepared to help everyone keep cool. They had two drink stands with various soft drinks and they seemed to be doing a lively business. They never did reveal what they earned.

Tours were once again planned although for the past few years they were felt not necessary. Mrs. Lewis, the Volunteer Coordinator, suggested these might help handle the number of school tours which are usually requested in the spring.

The program in the gymnasium was again a part of the day's highlights. This was planned by the Training and Education Department. The choruses, the trainable rhythm band and tumbling were featured.

The various living units were opened to the visitors. The Boys' Colony Rhythm Band held forth in the Colony's lobby. In one building the cottage parent played the organ and another played the tamborine. Refreshments were served in many buildings. For days the cottage parents and the residents worked diligently to get their buildings all spic and span.

An added feature this year was the return of Miss Elizabeth Brown, former Director of Psychology. She was invited as an honored guest to autograph her recently published book, "Haven on the Neuse". The book is a history of Caswell from the time it was the dream of Dr. Hardy until the present day. Although the books did not arrive for Miss Brown to autograph them, orders were taken and they were later delivered.

Another visitor who was also warmly welcomed was Mrs. M. V. Harlan who for many years was Caswell's director of Cottage Life. In Johnson 4 she was given an especially warm welcome by the residents. Mrs. Harlan, in talking about Caswell, remarked: "This place is beautiful and just to think we started from scratch". No one better knows this to be a fact as Mrs. Harlan was here during the many lean years.

The committee planned well for Open House, but one parent dropped the following message in the suggestion box. "In my opinion, participation by residents of each unit or cottage where possible would not only be more appreciated but help attendance at our 'Open House.' Especially if programs and names of students were known in advance. I feel parents and friends will come out when a member of their family is in the program. True, the singing was good, but I feel it is too much from one department." Some staff members agree whole-heartedly with this parent.

MOTIVATION

Mrs. Iris Jackson, R. N., the Coordinator of the Remotivation Program at Caswell, is most enthusiastic about the program and the benefits it brings to the resident as well as the cottage parents. "It takes the cottage parents out of their custodial role", she states. The motivators from all areas are also enthusiastic as is evidenced by the following excerpts taken from Mrs. Jackson's monthly bulletin.

Mrs. Doris Smith writes: "Six girls from Johnson 4 with their dolls came to the Motivation session bubbling with joy, because we planned to make their dolls some new clothes. Some of these dolls didn't have pants and some needed new dresses. All of us had trouble threading our needles, but when the session was over the dolls each had something new to wear. This day will be long remembered by these girls for they were happy trying to do something for themselves."

Mrs. Nunn from Pollock A writes:

"Clang! Clang! went the bell; Whrr, Whrr, went the siren. 'Here comes the fire engine! Here comes the fire engine!'...Yes, it was a happy group of boys who were going to Motivation Class and ride on the big red fire engine. Mr. J. T. Sutton took time out of his day to come to Caswell to give these boys a new thrill. In the fourth session we discussed the fireman and the fire truck, so with Mrs. Jackson's help they actually had a chance to not only see but to ride on a fire engine with the bell ringing, and the siren roaring all around the campus. After the ride Mr. Sutton explained different parts of the engine to the boys... We thanked Mr. Sutton for helping us in our session. After a sad farewell, because not one of the children wanted the day to end, we ended our ride on the red fire engine."

Mrs. Inez Coombs writes: "Do you remember your first trip to the store when you could select an article all by yourself with no worry about the price? That's what happened to five Wooten A girls in a recent motivation session. They were carried to the Volunteer Services Store and allowed to select one article that would make them happy. They chose necklaces, bracelets and pocket books. They were eager to show their matrons and the residents their purchases. Their broad smiles and excited expressions relayed their appreciation very adequately."

Mrs. Judy Parrott and Mrs. Phoebe Foy write: "Have you ever been in a department store and looked at all the beautiful novelties and wondered just how they were made." Well, for the past six weeks six trainable girls have been learning just that. They have learned the basic steps in ceramics, pouring, slip into molds, cleaning the greenware, and painting the bisque. The many useful and pretty items which they have made include ash trays, mugs, vases, spoon rests and figurines. . . . Above all, the pride and enjoyment that these girls have shown in the creative work they have done has made us know the extra effort it takes to be a motivator is more than worthwhile.

In the June issue of the bulletin these same women wrote: "On May 7, 1969, Open House was observed and these girls showed a great pride in displaying the articles which they had made. . . They were allowed to sell the items. The money they made was used to carry these girls to the Bar-Be-Cue Lodge where they enjoyed a delicious meal served family style. After the meal a trip was made to the new Vernon Park Mall where the girls did some window shopping. Each girl brought home with her a ring which was purchased from the dime store. After shopping in the Mall, the girls were taken to Carolina Dairies where they enjoyed ice cream. They brought cookies back to their fellow residents so they too could share in the good time."

It would appear that both the motivator and the resident are being motivated and both are being helped and benefited.

PERSONNEL

Dr. Badrock, Superintendent, and Mr. Stroud, Business Manager, have attended meetings sponsored by the Department of Mental Health. Some of these meetings are called "Main Spring" and are for the purpose of developing ways and means for more effective mental health programs throughout the state. Mr. Batts, Director of Training and Education and Mrs. Margaret Tisdale, Director of Nursing have also been involved.

Mrs. Loretta Lewis, Volunteer Coordinator, attended the sixty-seventh Annual Convention of the N. C. Federation of Women's Clubs, Inc., in Asheville. For the best year's work for Caswell Center, the Union-Forney-Reaves Trophy was presented to the Roanoke Rapids Woman's Club. The Parrott Punch Bowl was awarded to the New Bern Club as the most active club with the Kinston Junior Woman's Club the first runner-up and the Clinton Junior Woman's Club second runner-up.

Mr. Melvin Kurzer, Director of Social Service, was one of the hundred fifteen persons chosen to participate in the National Association of Social Workers' Leadership Training Programs in Chicago. This is designed to further the leadership position of social work executives in Mental Health settings throughout the country.

Mrs. Bobby Bridges, L.P.N., and Mrs. Iris C. Jackson, R. N., completed an Instructors Course in First Aid which was offered by the American Red Cross in Goldsboro.

Mr. Leroy Batts, Director of Training and Education was invited to attend several conferences with the administration of the Cherry-O'Berry Rehabilitation Facility during April. Mr. Batts also traveled to Lexington, Kentucky for the purpose of orientation and observation in regards to the Special Education Instructional Materials Center at the University of Kentucky.

Mr. Kurzer also attended a meeting at the Department of Mental Health which included Directors of Social Service, Chief Social Workers and Administrative, Directors of the various institutions and Clinics in the state.

Mrs. Jean I. C. Tabory has received word that she has been licensed as a Practicing Psychologist by the North Carolina State Board of Examiners of Practicing Psychologist. Mrs. Tabory attended a two-week workshop on Dyslexia, sponsored by the Penland School of Arts and Crafts and the Orton Reading Clinic of Winston-Salem at Penland in Spruce Pines, N. C.

TRAINING AND EDUCATION

Two graduate students in the Special Education Teacher Training Program at East Carolina University were assigned to the Caswell Center Training and Education Department in conjunction with their internship program for a period of two weeks in June.

As part of the In-Service Training program, Dr. Herman B. Sherbert, Psychologist with the Special Education Division, State Department of Public Instruction, spoke to the Training and Education Department and other interested personnel on "Behavior Modification Techniques for Classroom Management".

In April twenty students from the Academic School visited the State House, Museum of Art, Museum of History and the Capitol in Raleigh. One of the teachers reported: "There appears to be a big difference in the way the students act. They no longer stare at others and others stare back. This is probably a good example of how our students have profited from the social amenities they have been taught and now are able to express them." Trips were also made to a bank, the Art Exhibit and the State Driver's Division.

The art department of the school was well represented in the display of students' work at the Art Exhibit.

A total of eighty-four students are enrolled in the summer program of the academic school. The program has been geared around special problem areas. Courses dealing with remedial arithmetic; reading and social adjustment are being taught. Art work and physical adjustment are being taught. Art work and physical adjustment are being taught on a reduced scale.

In May a train trip from Wilson to Weldon, one from Wilson to Rocky Mount, a trip to Park Theater, a visit to the Shopping Mall and some grocery store visits were made.

The Trainable School instructors have attended a thirty-four hour "Remotivation Technique Training Course". The Trainable School teachers gave a wiener roast to the students who participated in the May Day program. The teachers sent out report cards to the cottage parents. There is an enrollment of 196 students in the summer school program. However, some of these will go home for the summer vacation. Work on a new trailer type building for Industrial Arts and Sheltered Workshop got under way in April. The boys are eagerly waiting to get into this new structure but as usual with new buildings there always seems to be delays.

One new project is the car washing training program for the summer but this has been delayed because of Caswell's water situation due to some difficulty with one of the wells. Another project was to cut out cartoon Disneyland figures from plywood to be put on the walls of the McNairy building which is now another Crippled Children's Hospital.

Some of the workshop residents have started a savings account. During the last three months $206.60 were paid to the residents. They are paid according to their ability to perform. In June there were fourteen enrolled.

Fifty-five academic school and thirty-seven trainable school girls made dresses which they wore in a fashion show for the academic school and a volunteer group. The teachers felt the fashion show gave the girls a good chance at being the center of attention and a chance to receive praise for a job well done. Later some of the girls made bell bottom pants, Bermuda shorts and pantdresses.

In April thirteen residents and four recreation staff members participated in a field day at O'Berry Center. Caswell was the victor in the tug-of war, horseshoes, and shuffle board.

Easter was the big event during April for the Recreation Department. Nine thousand candy Easter eggs were purchased for egg hunts. Those residents who could not participate in the hunts were not forgotten as they received Easter eggs.

Several civic organizations and parent groups provided special Easter parties.

The big attraction is the swimming pool which was opened for the summer months during June. Besides the pool, trips to the Eagles' baseball games, field trips to the movies, Scout Day Camps, trips to different recreational and educational areas of interest have been particularly enjoyed by the residents.

VISITORS

Mrs. Ruth F. Morris, R. N., Supervisor of the Carteret Technical Institute Practical Nursing School and twelve practical nursing students were visitors on the Caswell Campus in April. The highlights of the tour were the living units, the Medical Department and Academic and Trainable schools.

Students from North Duplin High School toured the campus in April.

Another group of 14 students from the Practical Nursing School, Sampson Technical Institute from Clinton, toured the campus on May 13. Also the Director and 13 students from the James Sprunt Institute in Kenansville were on the campus, June 10.

Mr. David Scott and Mr. Bob Harris from Murdoch Center conferred with the recreation staff regarding Caswell's swimming program.

The psychologists from the Cognitive Training Program returned and completed their testings in the Academic School.

The Academic School had several groups to visit the department. Students in graduate training for Rehabilitation Counselors at East Carolina University; students from Pitt Technical Institute; the senior class of Robersonville High School and also a group from North Duplin High School toured.

Dr. James Osberg, Deputy Commissioner for the Eastern Region and a number of other staff members of the Mental Health Department in Raleigh have continued to meet at Caswell for planning and programming.

Thirteen cottage life personnel from O'Berry Center toured Caswell on May 6 and appeared very impressed with Caswell. They commented about the friendliness and cheerfulness of our residents and the attractive living units.

PORTRAITS

Volunteers continue to bring the residents that extra little something that is so special. At the present time in this program there are nine adults and fourteen teenagers. The teenagers have again been organized for the summer months under the guidance of Mrs. Loretta Lewis, Volunteer Services Coordinator. As she did last year she had an orientation program at the beginning in order to give these teenagers an overlook of Caswell.

The volunteers give all kinds of services. One such service is described by Mrs. Jean I. C. Tabory in the following words:

"I love that big, clean, cheerful room", says Mrs. Stump with a smile, referring to the living room in Austin A. She and her fellow artist, Mrs. McLaughlin, have done much to make that room more interesting by making portraits of the residents to be hung on the walls. A. D. Wilder has matted the portraits. The two artists come every week, stay for a little over an hour, and plan to draw every girl and woman in the building which has over sixty residents. Often they finish the portraits at home.

We are lucky to have such well qualified volunteers at Caswell. Mrs. Betty Stump is a Charter member of the Kinston Arts Council and has studied with various artists. Mrs. Bess McLaughlin studied in Ringling Arts School, Sarasota, Florida and is a member of the Local Arts Council. Both artists have exhibited works and won awards.

Mrs. McLaughlin believes very strongly and teaches her children that one should pay one's way in life by doing something outside one's own family circle and profession. One should be grateful if one has a good body and a good mind. Last year she worked as a volunteer teacher's aide but now she is much happier "doing her own thing".

Mrs. Stump confesses that she first came to Caswell with less than enthusiasm, "I didn't know if I could do it but I've enjoyed every minute of it," she remarks. Mrs. McLaughlin adds, "I find myself smiling all the time I'm out here. That can be a form of communication."

The girls enjoy being sketched. When Mrs. Lewis, Coordinator of Volunteer Services, was rearranging the portraits they thought she was going to take them away and became really angry. They like to show them off when visitors come in.

The artists like the residents and find them interesting and the residents like the artists and look forward to their visits. When one lives in a crowded building it's hard to get individual attention but when one is having one's portrait painted one gets somebody's undivided attention for a long time. To know that somebody is so interested in one's face builds up self-esteem. One begins to see oneself as a worthwhile person. The severely retarded woman in Austin A wouldn't recognize their names if they saw them written down but they do recognize their faces. Every girl wants to be drawn. "Certain ones want to sit over and over again because that is the "place of honor" states Mrs. McLaughlin.

Some residents in Austin B which is upstairs from Austin A have inquired when the artists are coming to their building.

(Please turn to page 8)

REHABILITATION FACILITY

During the last quarter the Facility received thirty-four new cases but only four were from Caswell. Eighteen thousand six hundred seventy-five dollars were received by the trainees in on-the-job training situation.

On April 2, the Home Economics Department presented an Easter Fashion Show. Fifteen students from the Department modeled sports and school clothing and Easter outfits that they had made for this fashion show. An Easter party was held immediately after the fashion show and some one hundred students and guests attended.

"The Dark Shadows" of Mount Olive provided music for one of the Facility's weekly dances at Emma Webb Park. On May 28 the Facility's last dance and picnic outing for the fiscal year was held at Emma Webb Recreation Center. The Home Economics Department prepared for and served some two hundred students, guests and visitors. A band played for the dance. The Presbyterian Church sponsored a movie and party on June 7. They provided both transportation and refreshments.

In April a class of psychology students from Pitt Technical Institute toured the facility. In May the Vocational Rehabilitation of the Maury Facility staff visited so that they could see the Facility's evaluation and training program.

The Director and counselors have been busy traveling for conferences and speeches. Mr. Dunne, the Director, traveled each month to Fayetteville to attend an area supervisor staff conference. He also attended a planning meeting in Raleigh on budgetary problems and program planning. Mr. Dunne and Mr. Batts, the Director of Training and Education at Caswell, met with the Coordinator of Special Education classes of Kinston to discuss cooperative efforts and agreements to serve the mentally retarded of Kinston.

In April, two counsellors were in Durham for a two-day orientation workshop for the handicapped. In May two counselors were in Jacksonville to present a program to a group of special education teachers on the Facility's evaluation and training program. Also in May a counselor presented a talk to the Wilson Community Council.

In April, the girls made a field trip to Governor Richard Caswell Memorial Museum. They hiked the short distance to the Museum. While there they had a picnic and party for one of the instructors who had resigned. Also during April they had a cook-out at the Caswell's picnic area. Both of these outings emphasized physical fitness and leisure time activities.

In May the Industrial Arts Department made two interesting field trips. One was to the Wall Manufacturing Company to watch the manufacture of electric soldering irons. The other trip was to Mr. Billy White's camp on White Oak River.

The teachers and counsellors are beginning to meet periodically with the house mothers to discuss problems and questions concerning the conduct of the students in the boarding homes. The emphasis will be on training the housemother on the rehabilitation program for the retarded and help to find ways of solving the problems as they arise in the boarding homes.

PHYSICAL THERAPY

What is Physical Therapy? It is basically the treatment of illness and injury by physical means — the use of light, heat, water, sound and electronic waves, and exercise. These modalities, either singly or in combination, can help to improve circulation, restore motion, relieve pain, strengthen muscles, prevent and correct deformities.

Physical Therapy at Caswell, as at other Centers for the mentally retarded, is concerned principally with teaching the non-ambulatory children to: (1) walk if at all possible; (2) learn to use the spasticity in a constructive manner and to overcome it if possible; (3) function as normally as possible in a wheelchair, including getting into and out of the chair. Also programs are being initiated in the non-ambulatory units for prevention of deformities by bracing the involved child in position that overcomes the spastic pull of the muscles so that stress is removed from the growing bones and the child grows in a normal way.

Two months ago, Jim would walk only if someone held his hand. It took two months to overcome his fear of falling, but now he walks alone and is even beginning to walk upstairs. Sarah sat up straight for only ten seconds. Two weeks later she sat up for one minute and fifteen seconds. Greg gets into and out of his wheelchair independently and does "sit-up". Faith gets on the treatment mat from her chair, does fifteen pull-ups on the gym bars, returns to her chair and replaces the removable foot rests. Dennis walks in the parallel bars now whereas two months ago he would not even crawl on the mat.

Three months to walk, two months to crawl, two weeks to sit up one minute! Yes, progress is extremely slow with the mentally retarded children. So slow at times one wonders if it at all exists. It does. It takes weeks and months for some of these six or eight-year-olds to accomplish what the normal child does in a few days — years earlier. But, if it is accomplished, if we are able to see any chance, slight though it may be, is this not worth all the efforts that have been put into this child?

Physical Therapy alone cannot fulfill the physical needs of the handicapped children. Only with the help of the personnel in the units can these children really benefit from what we try to teach them in the few minutes a day that they can be seen.

When Physical Therapy and living unit efforts are combined and the child receives attention and training, he can and does learn. He develops both mentally and physically, developing eventually into an individual and into a patient who requires less attention in that he can occupy himself and quite frequently takes care of his own needs.

—Mrs. N. D. Sumrell
Physical Therapist

Before you can correct a fault you must admit it.

HIGHLIGHTS

Mrs. Jewel Rider, a local florist, donated orchids, ribbon and wire to Caswell so that South Dormitory A and B and Dewey A and B could have Easter corsages. These women did appreciate this and proudly wore these orchids.

On April 30, twenty-three little boys in Cottage I enjoyed a trip to Hardee's for hamburgers and french fries. Anyone who is acquainted with these youngsters can readily understand how excited they were and how much they enjoyed this.

The First Annual America Basketball Game sponsored by the North Carolina Association for Retarded Children, Inc., was held in Raleigh on May 17 in the Reynolds Coliseum.

The staff in the McNairy unit is ever grateful to the Kinston Junior Woman's Club for undertaking the decorating of the visitor's room in this building. Before they tackled this job, the room was a large, bare, cold place. These good women donated a stocked acquarium, a green carpet, drapes, two lamps, three tables, eleven pictures, a trash can, two table flower arrangements and one floor plant arrangement. A magazine rack is going to come. One of the members made the drapes of unbleached muslin with green fringes. They raised the money by organizing a puppet show and a spaghetti supper. One of the residents went up to some visitors one Sunday and happily remarked, "I want to show you our fish."

Not only did Mr. Sutton take the Pollock A boys for a ride on his fire engine but he took the boys in Cottage I for a ride. Cottage I is where his boy is. Leroy sat by his father so proudly.

The men and boys in Progress entertained their dates by taking them to a supper in a local restaurant. Some of these men work outside the institution and have more money than the other residents. Those who had money shared their money with those who had none. They also paid for the suppers of two cottage parents and the bus driver. Some of the men had no regular girl friends. William said he was going to invite Frances because "she doesn't go anywhere and she's such a nice person."

Jaybird's mother could not come to visit him on his birthday because she lives in another state. The cottage parents of Cottage 7 gave him a party. He was so happy "he wept with joy".

Several of the living units have been closed for the summer months. There are so many residents who have gone home for the summer vacation. This way there are extra cottage parents who can be relief attendants in buildings so that cottage parents can have their vacations.

When a mother of a Cottage 2 boy visited him recently she made the remark that her little boy in cottage 2 now had better manners than his brothers and sisters at home. This is the cottage which has been having a special training program.

The fifteen minute parking area near the Cottage Life has brought favorable comments from the parents. The social workers also have found these parking areas especially helpful when they take parents to the business office and to the clothing room.

Some of the cottage parents would like to have some benches placed at the end of Pecan Lane so that when they take their residents for a walk, there will be a place for the residents to sit and watch the cars go by. Also some would very much like to have a sidewalk through the lot adjacent to the new shopping Mall. Then many of the wheelchair residents could shop for themselves.

Many of the cottage parents are very much concerned about their residents having to suffer so much from the heat when a few fans could be effectively put to use. It does not seem right that parents should be expected to buy these. Four large fans have been donated to Byrum 2 by the family and friends of a resident in this unit. A mother in another unit is willing to share in the expense of a large fan if she could get in touch with other parents to see if they would be willing to contribute.

Many of the women in the two South Dormitory buildings are using various methods to obtain fans for their individual rooms. The one ray of hope for the colonies and McNairy is that air conditioning is soon to be installed in these units. So far the work has not begun. At least by next year there will be some relief. But what about the other buildings? Certainly with the thousands of dollars being spent somewhere there could be found a few hundred dollars for fans!

Camping time it is! About eighty-five residents are looking forward to this happy experience. These are those boys and girls who seldom if ever go home or if they do their homes are so deprived or so rejecting. Three camps are available — The Methodist Camp Don-Lee at Arapahoe, Camp Manteo sponsored by East Carolina University and the 4-H Camp Mitchell at Swansboro. For the first time about ten residents between the ages of twenty and thirty can enjoy a week at Camp. Caswell needs a program of camping for the older residents.

Surprises are nothing new to Caswell personnel but when Mrs. Nunn opened up an envelope which Charles' brother had given her, she found five twenty dollar bills in it. When the brother came to visit he found that Mrs. Nunn had taken Charles and four other residents from Pollock A out for the day. These residents never have vacations and seldom have visitors. The boys had a happy time at her home eating hot dogs, listening to her Hi-fi, helping with the dishes and in the afternoon going to a movie. It was while they were seeing the movie the second time that Mrs. Nunn got the call that Charles' brother had come. The brother was surprised to learn that a cottage parent was thoughtful enough to take a boy like Charles out on her day off. The hundred dollars will be put to good use in buying a record player, two fans and if any money is left over, it will go to vases and flowers.

The Neighborhood Youth Corp is once again in operation for the summer months. The Neighborhood Youth Corp is for the purpose of encouraging youth to stay in school. There are fifty-six young people employed in various areas around the campus. Forty-four come under the supervision of Mrs. Virginia Perry, R.N., who is the Director of In-Service Training. Twenty-eight are in the colony units, two in Central hospital and fourteen are in the cottages. Twelve are working in the Food Service Department and are supervised by Mrs. Speight Stroud.

Along with the Neighborhood Youth Corp are twenty-one young people with the PACE program which is a "Plan to Assure College Education". Mr. Richard L. Newby, the academic school principal supervises these persons who have been placed in various areas such as recreation, rehabilitation, trainable school and office.

Caswell's Boy Scouts attended a Camporee in Washington, N. C. The Scouts also spent several days camping in the mountains. The Girl Scouts took part in the regional summer camping program for a week in June at the Girl Scout Cabin. This was a day camp and operated from nine a. m. to two p. m., each day, and on the last day from three to eight p. m. Ninety-one girls were registered from the Kinston neighborhood.

———o———

NOTES AND QUOTES

"The kind of professional manpower required for effective and functional care of the retarded is not more physicians, nurses and psychologists with highly specialized Training in this field. . . . More than anything else, we need teachers and vocational guidance specialists"—George Walbee - "Is Retardation a Medical Problem?"

Doctor James McHunt estimates that experiences in the first two or three years of life can raise or lower the I.Q. of some children as much as 30 points.

Add up all the victims of blindness, paralytic polio, cerebral palsy and rheumatic fever heart disease. Twice that total are mentally retarded — 5.5 million in the U.S. and every year 126,000 newborn babies can become retarded.

Less than a generation ago, many of the experts held that intelligence was fixed at birth. . . . The excitement in the field today springs from living proof that mental ability can grow when nourished with human warmth and stimulation. Minds can also deteriorate from neglect.

PORTRAITS

(From page 6)

The artists admire the cottage parents in Austin A. Mrs. Stump states, "Those matrons are terrific. They act as though these girls were their own." The cottage parents enjoy the artists' visits for they provide an activity which arouses the residents' interest but doesn't "keep them stirred up for days". The retarded beyond childhood years tend to lose interest in things and in so doing lose their capacity to use any talents they have.

The Austin A girls are not easy subjects. They find it hard to sit still. Many of them are far from pretty, but says Mrs. Stump, "They all ask, 'Are you going to make me pretty?' " We look for the best features in every face. There's always something good to be found."

If more people would take the trouble to find the good points in the retarded, the world would be a better place. Mrs. Stump remarks, "I think of Caswell as being happy, warm, and wonderful" We appreciate the compliment but it's sad to think that the retarded have to come to an institution to find a happy, warm haven. Homes and communities ought to be like that. In the meantime we are grateful to all volunteers who help to make Caswell wonderful. We could use more. There's plenty of scope for doing your thing here, whatever your thing is.

J22
7:34/4

North Carolina State Library
Raleigh
N. C.
Doc.

The
CASWELL NEWS

THE CASWELL CENTER - KINSTON, NORTH CAROLINA

The Ways of the Lord

I asked God for strength
that I might achieve—
I was made weak that I
might learn humbly to obey

I asked for health
that I might do greater things—
I was given infirmity
that I might do better things

I asked for riches
that I might be happy—
I was given poverty
that I might be wise

I asked for all things
that I might enjoy life—
I was given life
that I might enjoy all things

I got nothing
that I asked for—
but everything that I had hoped for

Despite myself
my prayers were answered—
I am among all men
most richly blessed.

An anonymous soldier,
a century ago

October, 1969

Volume XXXIV Number 4

The Caswell News

Vol. XXXIV - No. 4 KINSTON, N. CAR. - OCTOBER, 1969 $1.00 Per Year

Published quarterly for the benefit of Caswell Center and for the information of the citizens of North Carolina.

Frank Badrock, M.D. .... Superintendent
Mr. S. H. Stroud .... Business Manager

Editor .... Pearl L. Adkins
Circulating Manager .... Sarah E. Claytor
Treasurer .... Mrs. Evelyn Wiggins

Mail Call

"I haven't heard from my mother, please write." This is the constant refrain the social workers hear as they go about the campus on their daily rounds. Mickie, a girl from Wooten B, whenever she sees any of the social workers, chaplain or psychologist, asks that they tell her social worker to please write her mama. This might be once a day or it might be several times daily — even though she might have just received a letter. Louise rudely complained to her social worker about her family not writing — stating it had been five months and she knew something was wrong. In reality it had only been three weeks, but most of our residents have no clear idea of time. To Louise, three weeks seems an eternity. She expresses her feelings vociferously anywhere she sees her social worker.

The boys in Pollock A were in "Seventh Heaven" so it seemed this past August. In the morning's mail was a postcard from Florida for each boy and on each postcard was a special message for each one? Who was so thoughtful? Mrs. Nunn, a cottage parent was vacationing in Florida. She knows from personal experience what it means to her boys to receive mail for some never get anything. She sees the thrill the boys get when a card, a letter, or a package is received, especially when the boy has had none for months. There are thirty-nine boys in this building. It took considerable time to choose the cards, address them, write a message and stamp them. Too bad Mrs. Nunn had to miss the excitement in the building the day they arrived. Many of the cards were tacked up and displayed on the walls.

When one of the social workers went on vacation she sent cards to those residents with whom she is working in groups. Some of these women for the first time showed real enthusiasm after her return. When she met several of these women on the campus, they bounded up to her and threw their arms around her. Burt, one of the boys not so outgoing in his affection, when he saw the social worker for the first time after her vacation quietly pulled out of his shirt pocket the card she had sent him. Although not able to read, he knew the right card to pick from the several he carries with him wherever he goes.

Fifteen-year-old Donald in Cottage I is severely retarded. He can say very few words, the most important of which is "mama". One day Donald stood waving a letter and gleefully called "mama" to a passing worker who merely smiled. When the same worker returned later, she stopped to read his letter. He beamed as she read. When he was an infant these parents had been advised to institutionalize the child and forget him. What a good thing they did not take this advice.

As Christmas approaches the mail will be watched with increasing interest and anxiety. The social workers will be besieged with requests to write home for a Christmas vacation. Next to a vacation or visit on the part of parents, mail is the most important item to many.

———o———

Facts And Figures

Caswell's population figure stood at 1884 (1013 males — 871 females) as of October 1. This figure represents all residents including those on leave. The actual resident population was 1,813 (979 males — 834 females). The last quarter we admitted as first admissions or readmissions, a total of 24 (15 males and 9 females). Ten deaths (6 males and 4 females) occurred. There were 17 discharges (12 males and 5 females).

It is interesting to note that according to the July report from the Mental Health Department there was a total of 5,113 residents in all four institutions in the state with a daily population of 4,802. A breakdown of these figures shows Caswell with the most 1,886; Murdoch the second 1,466; O'Berry the third 1,032 and Western Carolina Center with 729.

The admissions were recorded as Western having the most for the month of July with 35, Murdoch 11, Caswell 9, and O'Berry 8.

With the discharges, including deaths, O'Berry led with 15, Caswell had 7, Murdoch 4 and Western 3.

In regards to the waiting list, Western Carolina Center had 94, Murdoch 28, O'Berry 14 and Caswell 9.

For the last quarter Caswell received 31 applications (22 males — 9 females). Thirty-nine were closed (28 males and 11 females). Of these thirty-nine, 35 were admitted (25 males and 10 females).

Home Economics

With the coming of September came the beginning of a new school year and a welccme change of activities in the Home Economics Department. This year all the forty-eight girls in the Academic program and forty-six girls in the Trainable program are enrolled in the Home Economics program. The Academic girls attend classes five hours per week, and the Trainable girls attend from one to four hours of class per week. Both girls have classwork dealing with foods, clothing care, food preparation, grooming, household skills, sewing, and leisure time activities such as needlework.

Each week the Academic girls spend two classes in the foods lab, one hour in planning, and one hour in actual preparation of a meal which the girls eat. Then they prepare the lab for the next class. Each girl also spends two hours of class time in the sewing lab engaged in some form of clothing construction or repair, and one hour of class time is spent learning some type of leisure time activity. Most of the leisure time activities are types of needlework.

During the month of September the Home Economics girls have studied "Better Breakfasts." They have prepared and served four complete breakfasts. They have learned to prepare scrambled eggs, eggs-in-a-frame, cheesey eggs, bacon, waffles, pancakes, grits, frozen juices, fresh fruits, canned fruits, instant coffee, and perked coffee.

In sewing classes the older girls were given a choice of a nehru jacket and an A-line skirt or a full-sleeve blouse and dirndl skirt. The younger girls have all chosen a dirndl skirt with shoulder straps and a simple blouse that buttons in the back. Each girl was assisted in choosing a becoming color. Such things as personality, size, and personal coloring were considered in the selection of a color. The majority of the girls have completed either their skirt or their blouse.

The girls in the Trainable Home Economics classes have prepared various breakfast foods and have started their sewing projects. These girls will make either a dirndl skirt or a simple jumper.

All the girls have started work on Christmas presents; for this they are using liquid embroidery. They have started such projects as dresser scarves, pillow cases, and aprons.

During clothing repair classes the girls have altered and hemmed ninety-three dresses or shirts and replaced at least fifty zippers.

Eight large birthday cakes were prepared for the monthly birthday party, and refreshments were prepared for four staff meetings. Girl Scout uniforms were altered and badges sewed on.

Alease H. Rouse, Director
Home Economics

———o———

Visitors

Visitors touring the campus for the last quarter seemed to decrease. This is unusual for this time of year. One group headed by the supervisor of the Practical Nurse Program of the Craven County Technical Institute did tour the campus in July.

In September, Mr. Gerald A. Southerland, the new Administrator for the Lenoir County Mental Health Clinic, spent sometime at Caswell to meet the staff and to learn something of the program.

The Challenge

After the "hello's" are said and each student is made to feel that he is a vital part of the whole class the routine begins.

"What do we do first?" Immediately the children who have use of their arms and hands place their right hand over their heart. Harvey who has better control of his left hand is allowed to place his left hand over his heart. "I pledge allegiance to the flag . . . ". The chorus has begun. Each child is encouraged to take part in the pledge although many have speech impediments. Even the students who have little or no speech attempt to take part and many audible sounds can be heard at once.

To learn the concept of shape and form we work hard at putting simple puzzles together. Communication and socialization are encouraged during all activities. One day while helping a child to put a puzzle piece into the correct place I heard quite a commotion at the other end of the table. When I looked up, I realized that two of the children had traded puzzle frames but not the puzzle pieces.

To my question, "Alvin, what are you doing?" came the reply, "I ain't doin' nothin' ". I responded to his poor use of grammar with the words "I'm not doing anything" hoping to let Alvin hear the correct English. His big brown eyes sparkling brightly and with a shy grin on his face he looked at me and replied, "Well, me neither."

Some of these non-ambulatory children require more individual attention than others. One such student is Sarah. She listens attentively and understands quickly but her response is one that is understood only after days and days of constant work. Sarah has no use of her hands for grasping and has considerable trouble in making her arms go in the direction she intends. But her big blue eyes blink a difinite "yes" and a hard shake of her head from the left to the right indicates "no".

Then there is Donald who also requires individual attention. He is an ambulatory student who is quite hyperactive and if allowed to, will mutter gibberish constantly. We go for long walks and work on socialization to keep him from withdrawing from the other boys and girls. One day while playing with a ball on the playground I asked if he was having a good time. "Yes". To remind him of courtesy I asked him what he said. "Yes ma'am". Hardly hearing his reply I inquired what he had said again. He gave me a frustrated look and clearly said, "Take the hair off your ears and you can hear".

The above is written by Miss Georgeann Farmer, a teacher, in the Trainable School. Miss Farmer and Mrs. Judy Parrott have been employed to work with non-ambulatory residents and a few others who need individual attention. Some of the children in Crippled Children's Hospitals are not profoundly retarded and can learn if given the opportunity. Through the help of these teachers these children are learning colors, numbers and the alphabet. They also color, hear stories and see films. This is a challenge for not only the child but the teacher.

Joys Of Camping

"Can I go to the same camp next year?" "If my mama writes and says I can go, will you let me go to Camp Mitchell next year?" These are only two of the inquiries often heard on the Caswell campus as residents returned from the summer camp.

The selection of those to go to camp is always very difficult as the aim is to select the ones who do not have regular visits off the campus as well as those who will receive maximum benefit from the experience. One cunning little trainable girl was heard to say that she was going to tell her mother not to take her home again so she could go to summer camp.

The following incident also points up the strong desire to go to camp. Alternates must be selected just in case one cannot go at the last minute. Clothes must be packed even for the alternate days ahead when the cottage parents can find the time. Grover was an alternate and he was determined to go. Unbeknown to the cottage parents, in the hustle and bustle of departure, he put his suitcase on the bus and took a seat. Grover with tears in his eyes had to be removed even though his suitcase travelled on to camp because there was not room for this alternate. But all ended happily as the social worker took Grover later in the week to visit the camp. When the camp director heard the story he agreed to keep Grover for the rest of the week. Surely camp must be exciting!

Ninety-one residents from Caswell spent a week at one of the three camps which were made available to them this year. Fifteen residents attended a camp at Manteo sponsored by the N. C. Association for Retarded Children and operated by East Carolina University. Sixteen went to Camp Don-Lee, a Methodist camp, at Arapahoe. Sixty were at Camp Mitchell, a 4-H camp at Swansboro. Expenses for these camps were paid by individuals, group or club donations and by E. S. E. A. funds.

Camping for the older resident has not been available until this year, when Camp Don-Lee finally agreed to take eight older residents but this did not include any over thirty. The older residents are not included in the school activities and some of the outings. Many of these residents have no contact with persons outside the Center and never get to spend a night off the campus.

Frances, a crippled cerebral palsied young woman was able to go. She smiled almost constantly during the entire week and insisted in participating in all of the activities. She wanted no one to say that she could not do the things the others did.

Gerald, a young man in his twenties, sang country and western music for those in his group as they went swimming each day. Everyone was amazed that he knew the words to so many songs. He told everyone he was being "a good boy", and proudly remarked, "I'm behaving myself ain't I"? Two other men who have little to do with their peers at Caswell freely joined in the discussion and activities at Camp.

All three of the camps were visited by the social workers. The camp directors and the staff of each camp reported very few problems and these seemed to be minor ones. In fact, the boys and girls willingly pitched in to help when extra help was needed. Four residents accompanied the social workers. On these trips a crippled girl who falls easily was taken to Camp Don-Lee for a day's outing. As the ground was rough in spots, she lost her balance and fell several times but with the help of the other girls she got back up laughingly assuring everyone that she was all right and enjoying herself.

The retarded seem to forget many of the details of camp life but do remember "the good time they had at camp". Camp must be fun! If this were not true, why would so many want to make reservations for next year?

Laura Hedgepeth
Social Worker

Rehabilitation

The Director, Mr. William A. Dunne, of the Rehabilitation Facility is hoping that the Federal Government will soon release funds necessary to build the new Facility. Mr. Dunne attended a meeting in Raleigh regarding this on September 29. Postponement after postponement has been most discouraging.

At the beginning of this quarter there were thirty-five trainees working in on the job training situations and at the end of the quarter there were forty-two trainees. These forty-two trainees earned a total of $7,676 for the month of September.

For the past three months there were thirty trainees received for evaluation and training. All of these came from the outside area, none from Caswell.

Some new faces are seen working at the Facility. Mr. Clifton L. Malone came to work as a counselor trainee succeeding Mr. Frank Rouse who transferred to Swannanoa as a Supervisor I. Two new teachers came in July, Mrs. Gladys Butler is teaching housekeeping and laundry and Mrs. Gwen Briley is teaching foods.

The Direction, Mr. Dunne, has attended the regular area meetings in Fayetteville, the inter-agency group meeting with Dr. Badrock in Greenville, the Director's meeting at Cherry-O'Berry in Goldsboro, the interagency meeting of local Mental Health facilities at Caswell and with Mr. McDevett, a supervisor, the inter-area meeting of the Southeastern and Norheastern area at the Vocational Rehabilitation Facility at Goldsboro.

In July Mr. Dunne presented to the Civitans the Facility's program, he also participated in a panel discussion of resources available to the mentally handicapped in Eastern North Carolina.

Mr. Phipps, a counselor, attended the counselor training program at the Woodrow Wilson Rehabilitation Center at Fisherville, Virginia from July 6 to August 18.

Industrial Arts staff members, W. W. Sharker and Stanley Roberson and the counsellors made visits to Cherry-O'Berry Facility at Goldsboro and the Cumberland Sheltered Workshop to observe the evaluation program at each of these units.

Ray Newman, coordinator for the Mentally Retarded Training Institute at Butner met with some of the Facility's staff to discuss the orientation special training program for teachers and also an on-going orientation program for the Facility's future staff in-service training needs.

Twenty-six special education teachers from East Carolina University toured the Facility and were oriented to its programs.

Volunteer Services

"I know there is a need and that our residents need you and if we are organized we might get more volunteers". Mrs. Loretta Lewis, Director of Volunteer Services, spoke of this need at a meeting of Volunteers on September 16 called to discuss plans for the coming year. With so many volunteers and with services so varied Mrs. Lewis felt the need for some organization. Mrs. Dot Watlington volunteered to represent the Clothing Shop and it was decided that Mrs. Lewis select a committee to set up an organization.

Many volunteers come from Kinston, but one group comes from Jacksonville and another from Snow Hill. There are all kinds of services volunteers can and do render. The Clothing Shop is the most popular and has been one of the most useful and beneficial of all the programs in this area. Of course, there have been a few headaches in operating this especially when the donations are so old and unusable. Even the volunteers have spoken up and asked Mrs. Lewis to "please tell them not to get them out of Noah's Ark".

Recently Mrs. Lewis stated that she hated to see the summer end and most of all she hated to see the youth volunteers leave our campus. Mrs. Lewis writes of these volunteers as follows:

"For a Volunteer Service Coordinator happiness is having volunteers to give of their time with mentally retarded children. Retarded children are more like normal children than they are different from them. They are not special human creatures. They are human beings who need to be loved, need to succeed and be appreciated.

"I am sure that during this summer this has become a reality to twenty-one youth volunteers on the Caswell Center campus. These twenty-one young people with endless energy and fresh ideas have added many smiles and hours of happiness to the lives of our retarded charges.

"The areas served by the youth varied according to personal interest and the needs of the residents.

"The elderly women of Johnson 4 have enjoyed immensely a group of young ladies representing the Farmville Youth-ARC. The Youth-ARC is an organized group of young people, age 13 to 25 who serve as friends to help the mentally retarded learn to live in, work in and try to better the world in which they live. These young ladies supervised residents on walks, sang songs, read stories, polished nails, served refreshments or provided just an ear for those who needed to share their own personal experience.

"Another group of interested youth from the Brookwood Baptist Church in Jacksonville, N. C. continued their volunteer work during the summer by working with individuals. During the school year these young boys and girls sponsored Cottage 8. They visit twice each month for games, parties, and making personal friends with individual residents. This summer they sponsored a cookout for Cottage 8 and Tapp I at the Caswell Picnic area. They also collect clothing, magazines and other items for needy residents of Caswell throughout Jacksonville.

"Many local young people have donated many hours of their time to work with individual residents. Some young volunteers have jobs during the day and carry out their volunteer work in the evening. Activities include such things as reading stories and talking to a shy resident who doesn't have an opportunity to speak in a group of thirty boys or girls or giving a hug or holding a little hand that one busy cottage parent, who is mother to thirty, doesn't have an opportunity to do for each boy or girl in her unit. Many volunteers assorted, and sized clothing for the volunteer clothing shop. Still others assisted in physical therapy, or played with children in the Crippled Children's Hospital. Each service rendered was equally important.

"On Tuesday morning, August 26, the youth volunteers were honored at a refreshment hour in the Volunteer Service Department. Punch, cookies, and nuts were enjoyed amidst pleasant conversation recalling happy and trying moments with charges."

Personnel

On August 22 all five social workers went to Greenville to visit the Sheltered Workshop. This was an interesting experience as the staff explained what they were trying to do and what some of their future plans were.

On September 12 an inter-agency meeting of the local mental health related agencies was held in the conference room at Caswell. Several staff members plus the Director of Caswell Rehabilitation Facility attended.

Dr. Robert Cohen is the new Deputy Commissioner of Mental Retardation for the Department of Mental Health. He is expected to visit Caswell in the near future to meet the staff and to see the Center.

East Carolina University extension course "Introduction to Exceptional Children" is being given at Caswell and thirty persons on the staff are taking advantage of this opportunity — nineteen Training and Education personnel have enrolled.

Three instructors in the Industrial Arts Department have been enrolled in extension at East Carolina University. This course leads towards teacher certification for instructors.

Mr. Leroy Batts, Director of Training and Education, attended a meeting at the Murdoch Center for the purpose of observing and evaluating video tape equipment. He has also attended meetings related to MAINSPRING.

Mrs. Lindsey Knowles, teacher, and Mr. Darrell Arnold, School Principal, have been accepted by East Carolina University, Special Education Department, for the purpose of obtaining a Masters Degree in education.

Several teachers attended workshops, either for class "A" renewal or to further their education.

"MAINSPRING" meetings have been held regularly at Caswell. Various staff members have also attended such meetings at various locations. "MAINSPRING's" purpose is to develop management information and an evaluation system for the Department of Mental Health. It is a look to the future as to where the Department is going and an evaluation of what to do and where to go.

Motivation

The coordinator of the Motivation Program reported some observations made in the last few months. Mrs. Jackson writes: "Cottage parents' interest has greatly increased. They are curious about how and why the resident found himself in this situation. They are more cognizant of the predisposing factors and would like to know more. Some of the conversations dealt with the early formative years. What happened that might account or throw light on the resident's behavior? Did their parents not allow them to share in the family group or deprive them of stimulation and a channel to grow and develop? What can I do to remedy this situation? There is a very keen desire for a better undrstanding and insight into the personality and needs of the individual. Certainly this is the goal of "motivation".

Mr. Ed Plummer who is one of the Motivators writes: "I am having sessions with four boys from CCH-I. They are Frank who is the spark plug in the group, William (or Turkey as he is known by everyone), Leroy and Arnold. I have had 17 sessions with this group. They ask questions like, "what is water, where does it come from?" Can you imagine what it is like to know nothing of the outside world? The only thing these boys know about the world is what they see on television. These boys are not as fortunate as most of the boys in the other buildings. This group has never played on the grass or climbed to the top of a tree; they have not flown a kite on a windy day. These boys will never enjoy the many wonderful experiences and events which make the world a reality. During these sessions I hope to bring as much as I can from the outside world to these boys and make it a reality for them".

The coordinator feels that the Crippled Children units present quite a challenge in that many of these children have multiple handicaps and the feeling of defeat may enter the mind of the motivator unless the motivator is able to see beyond the obvious.

Mrs. Ina M. Lofton writes of her Byrum 2 group: "I sometime wish that music was something I could hold and carry around with me on shining hands of gold", said the poet. July 9, 1969, we held our session under a shade tree in front of the Boys' Colony. Our theme was 'music in the mind'. The weather was hot and humid, but seemingly it did not disturb the residents. They tried to sing, hum and keep in rhythm with their colored instruments as their faces lit up with a gleam. I was most impressed when I heard Amos say his first plainly spoken words when one of the residents took his Tamborine from him, he became very aggressive and replied, 'this is mine'. This session was an enjoyable experience for all."

The In-Service Training secretary Mrs. Margaret Stafford writes: "I had a visitor the other day. She came by especially to let us know that she was going to the school which Mrs. Judy Parrott was teaching. She was keenly aware of the "goings-on" in her ceramics class and very vividly described the rabbits which she had made recently.

(Please turn to page 8)

Happenings

From Kendall 2 comes word that in July the cottage parents gave these severely retarded charges a Fourth of July cook-out in their backyard. They had "Firecracker" hotdogs, "Liberty Bell" potato chips, "Freedom" cookings, "Stars and Stripes" ice cream and "Independent" punch. These girls seldom have parties planned for them by anyone but the cottage parents.

From McNairy came the sound of ringing bells, drum beats and singing. Two volunteer workers were forming a rhythm band with these children, none of whom can walk and only a few can talk as these are severely retarded children, but they know how to make their own music and can enjoy it.

From Wooten B comes Mrs. Raynor's, a cottage parent's own description of a happening, "Did you ever hold a baby goat on your knees and sing to him?" Lena tried this. She and the goat seemed to be rather happy. Faye held another one in a burping position and he seemed to try to sing to Faye. Have you ever swung on a rope Tarzan fashion? Several of the girls did to their delight. Maybe you have never ridden a bicycle too close to a rose bush. Ouch! May says this is not very ideal. Have you ever watched a small monkey in a cage? These are a few of the things that our girls discovered on a trip to my home. There were thirty girls who went and each seemed to enjoy herself more than the other. Ah! The bliss of going barefoot in the sand. Riding the horse was such a treat even though Mr. Raynor was not in top form after the thirty girls had had their rides. After doing all these things we ate everything we could find — hot dogs, hamburgers, slaw, beans and potato salad. For desert the chocolate cake was great. The girls and the matrons returned to Caswell some four to five hours later somewhat dirty and tired but a shower and sleep took care of that."

From Tapp I a special happening for them was a trip to Mr. Tilghman's cottage on White Oak River in July. Their chief delight was in rowing an old boat from which they first had to bale the water with an old roasting pan. They also enjoyed the swimming in the safe shallow water. No outing is an outing without food. So Mr. Tilghman and the other cottage parents planned a cookout.

From Tapp 4 we hear about the fun these boys had when the recreation department took this group to the ocean. It was the first time for most but not all that they rode on a ferry boat. This ferry ride held such fascination for Clyde who never takes an interest in anything but his job that he was allowed to go with the boys from another building for a second ride. After this ride Tapp 4 boys were taken to Mr. Littleton's, a cottage parent, cottage at Swansboro for a meal.

The women from South Dormitory A could talk about nothing else for days after they came home from the day spent in Swansboro. Mrs. Ruth Temple, cottage parent, had for some time been planning this outing and had twenty-nine of th South Dormitory women as guests on September 3 Some waded in the sound, some sailed on th Temple's boat and some quietly sat crocheting o the porch. With the help of the relatives and othe cottage parents they consumed thirty pounds o fresh fish. A neighbor remarked, "It was so amazing to look and see how happy they were".

This And That

The staff of the Academic School along with some of the staff of the Cottage Life Department has organized a "Social Concerns Committee". The committee is composed of cottage parents and teachers who have the responsibility for the same students. It is hoped that this type of committee will be of considerable help to the resident to improve his social behavior. If this type of mutual cooperation between the Academic School and Cottage Life is effective, it is possible that this committee will expand to include other departments.

There have been some people who could not visit our campus this summer so they invited our residents to visit them. Thirty boys and girls journeyed to Camp Caroline where the youth of the Arapahoe Christian Church under the direction of their pastor, John Burton, sponsored an afternoon of swimming, games and a cookout.

The members of various churches do take an interest in our residents and add a little spice for them. A group of men from St. Mary's Church plays checkers and chats with the men in Cartwright and last Christmas they made some dreams come true when they gave the residents a coffee pot. The Midfield Bapist Church of Camp Lejeune sent some young people who taught the Cottage 3 girls some games and served some refreshments. Also the young people of the Neuse Baptist Church provided a refreshment hour for twenty-three girls in Cottage 4.

Bill Davis and Jack Parks, two Rocky Mount policemen, travel around Eastern North Carolina visiting children's hospitals where they act as "Rusty and Dusty", the clowns. On Sunday, June 29 these policemen came to Caswell to give our boys and girls a special treat. They brought their trampoline with them and a few of our delighted residents had the happy opportunity to jump on the trampoline with the clowns.

Eleven boys from the Academic School at the invitation of the Merchant's Association were taken to see the fair and ride on the merry-go-round and real live ponies in the Vernon Park Mall. One boy even stroked an elephant's nose.

Sixteen Girl Scouts went on an overnight stay to Manteo where they saw the pageant "The Lost Colony". They also visited the Wright Memorial Museum. These girls enjoyed the motel and restaurants where they made friends with everyone.

In July some of the children from the Trainable School went to Wilmington to see the battleship, North Carolina; visited the zoo and ate in the Holiday Inn. Three crippled children from the Crippled Children's Hospital accompanied them. This was a special treat for these. There was no time to get back to Caswell for supper so to the delight of all they ate at a Drive-Inn.

The residents and building parents are eternally grateful to Mrs. White, Patsy's mother, for the recent gift of a washing machine. In the spring she gave a refrigerator to the building. These same girls and women are also grateful to Peggy Frazier's mother for a big floor fan. It certainly

(Please turn to page 8)

Training And Education

The Director of the Training and Education Department, Mr. Batts, has reported that the E. S. E. A. Title I, project proposal was completed and submitted. The three main activities for the project are: "Special Education Program for the Multi-handicapped Children", Vocational Training Program" and "Recreation Activity Program".

Mr. Batts has conferred with representatives of the Lenoir County College in regards to a course or courses which would be designed to prepare persons who are interested in becoming Teacher aides.

Four special teacher vacancies and a principal's position have been filled.

The Academic School began its fall and winter program the first week in September. In the school there are enrolled 129 students and in the Trainable School 206. From the number of students enrolled in the Academic School the Student Evaluator, Mrs. Wilhelmina Watkins, points out that the communities are more and more taking care of the educable mentally retarded. She feels in view of this it is possible that it will be necessary to expand the Sheltered Workshop Program.

During the summer months the Trainable classes continued to operate but Mrs. Hinson, the Supervisor, reported the classes were comparatively short due to the recreational program and unit participation activities. More individual attention was given and the students were allowed to pick their activities according to their interests and desires. Many of these students were taken on field trips by their teachers. Some of these trips included the museum, the Hall of History, the Capitol, Camp Lejeune and the Glen Burnie Garden Park.

The Recreation Department reported that in July came the annual watermelon cuttings. Even though the season is short the residents and the staff enjoy these cuttings. Eight hundred and fifty of these parties were held.

Due to the number of staff members working in the Recreation Department during the summer months, more residents have been taken out of their living units to enjoy the various types of recreational activities. Field trips and cook-outs have been popular. Just for the one month of July 467 field trips were made. There were trips to Fort Macon, Raleigh, Seymour Johnson Air Force Base, Wilmington, Wilson, Weldon, Arapahoe, Durham, fishing trips and trips to local theaters. On the train around the campus 1,418 trips were made.

Swimming continues to be one of the big attractions. This year the recreation staff worked with residents from the Crippled Children's Hospital units. This was a new experience for these residents.

All during the summer baseball season the residents were bussed to the games. Six hundred and fifty-seven games were attended.

For the first time in several years the trainable school students began participating in a recreational activity class as part of the school curriculum. There are thirteen classes with a total of 104 residents. All the activities are low organization type such as jump rope, relay games, story telling and so forth.

The male residents had a checker tournament during September. This was particularly enjoyed and James Barefoot from Cartwright building won it. The female residents will be having one shortly. Then it is possible that the four best checker players will go to play the champions at O'Berry Center.

The Recreation Department has begun to think about Santa Claus. All the living units have sent in the childrens' Christmas list for Santa and their requests for Christmas decorations.

On July 8 the Sheltered Workshop boys and the car wash training boys accompanied by their working supervisors had a sea food dinner at Morehead City. They were given two dollars for spending money which they used to enjoy thoroughly the amusements at Atlantic Beach, especially the bumper cars. In August the boys from the Sheltered Workshop journeyed to Wilmington to see the U. S. S. North Carolina and again they enjoyed a sea food dinner.

The workshop is still working on plastic inserts for Du Pont Company and drink cartons for the local bottling companies.

The Industrial Arts Trailers have not been released for occupancy, but word has sifted through that the final examination is about to be made. Everyone is anxious to move into the new quarters and everything has been repacked ready for the word, "move".

———o———

Cottage Life

During the summer months Cottages 4 and 8 were closed because so many of the boys and girls had gone home for vacation. The residents in these buildings were placed temporarily in Tapp I and Dawson. By closing these buildings these cottage parents could be used as reliefs for cottage parents who were taking vacations. Also, the In-Service Training classes for cottage parents were not held during the summer so those cottage parents who would be attending those sessions were used for vacation reliefs.

Closing buildings and placing residents in other buildings posed some problems. It does seem too bad that the young boys in Cottage 8 had to live with the older boys and pick up some of their ways. One day a boy about ten was seen near the Social Service office smoking a cigarette and when asked if he was supposed to be smoking he gave the rather flip reply that he was now in Tapp I.

In September the In-Service Training classes once again resumed with a full agenda.

The Director of Cottage Life reports "the continuing difficulty in obtaining good male cottage parents. The young male high school graduates stay for awhile and many of them are good workers, but they leave to work elsewhere at a higher salary. The restriction on employment of close relatives and non-high school graduates eliminates the employment of some men who it is felt would be good cottage parents and also would stay with us until retirement. There is no problem in obtaining good female help".

Notes And Quotes

"Changing Patterns in Residential Services", the January 1969 Monograph of the President's Committee on Mental Retardation is considered a landmark publication. By some it has been bitterly denounced, by others it is referred to as a bible to be studied and used as a guideline.

In an article "More With Sorrow Than With Shame" the author, Max A. Harper, emphasizes the need of the parents of mentally retarded children to have help in learning to accept the child without blaming themselves or feeling shame or having hostile feelings toward them. Secret fears that they are directly responsible for his level of functioning often cause great mental suffering; fear that institutional care may be necessary is ever present.

Dr. Kathleen A. Swallow who has been carrying out maternity and infant studies in Baltimore believes the study "demonstrated a correlation between malnutrition before conception and during gestation and growth retardation in the unborn child".

Mme. Posternak of the Swiss Federation of Association of Parents of Mentally Handicapped Children feels too many authorities, social workers, educators, physicians, and administrators of facilities for the retarded still look askance at parents' efforts to be involved.

Motivation

(From page 6)

She stated that she had painted the female rabbit brown, and the male rabbit white with black spots. She spoke of the need for "firing" these items, of molds, paints, etc., with a great deal of confidence and enthusiasm. I was most impressed since I was not really familiar with some of these terms. She wore one of our very popular red and white 'motivation name tags'. Her name was Mary Williams from South Dormitory A.

Yes — motivation does seem to have a special spot in Caswell's program — not only for the resident but for the various staff members involved.

This And That

(From page 7)

brought in some breezes during those hot, sweltering days.

The Pollock A building, both the residents and the attendants, had a letter of appreciation sent to Mr. and Mrs. W. W. Wheeler, the parents of Joseph Aubrey for the two fans they sent to help keep them cool. Caswell has many friends who give generously to help make life more comfortable.

The big turtle located near Cottage 1 is sporting a new paint job. Thanks to Mrs. Clark, the art teacher it now is a red and white polka-dotted turtle. The boys of Cottage 1 love to play under and on it.

J22
7:35/1

North Carolina State Library
Raleigh
N. C.
Doc.

The
CASWELL NEWS

THE CASWELL CENTER - KINSTON, NORTH CAROLINA

THIS IS THE TIME . . .

This is the time of endings,
but of new beginnings, too . . .

God sends us another year
and maketh all things new . . .

Another hope, another chance,
another road to take . . .

Another star to follow,
and another start to make . . .

New beginnings, new adventures,
new heights to attain . . .

Golden opportunities
to work and build again . . .

New and higher aspirations,
for the future days . . .

Seeking, dreaming, moving on
down bright and better ways.

Patience Strong

January, 1970

Volume XXXV

Number 1

The Caswell News

Vol. XXXV - No. 1 KINSTON, N. CAR. - JANUARY, 1970 $1.00 Per Year

Published quarterly for the benefit of Caswell Center and for the information of the citizens of North Carolina.

Frank Badrock, M.D. .... Superintendent
Mr. S. H. Stroud .... Business Manager

Editor .... Pearl L. Adkins
Circulating Manager .... Sarah E. Claytor
Treasurer .... Mrs. Evelyn Wiggins

Thank You

As the sun slowly moved westwards for the last time in 1969 Rudy sat on the grass outside Cottage 6 basking in its almost spring-like warmth and beating a brightly-colored drum. "Hi", he called out as one passed, "look at my drum, Santa Claus brought it." He banged lustily grinning happily.

Santa Claus worked wonders at Caswell this Christmas and now it's time to write him a "thank you" note but if we thanked everybody who helped the note would be a tome. Many played Santa's role. Among them were the following whom we thank;

Many units of the N. C. Association for Retarded Children gave gifts. Outstanding among them was the Duplin County Unit. Taking part in Operation Santa Claus units of the N. C. Mental Health Association sent gifts. Outstanding among them was Edgecombe County.

Caswell serves thirty-one Eastern Counties now but in the past it served the whole state and we still have residents from almost every county living here. This year gifts were sent from many Counties outside our area to residents from the County from which they were admitted. The departments of Social Services organized this.

Churches, Boy and Girl Scout Troops and 4H Clubs gave gifts and parties. The Christmas Party given by the Kinston Pilot Club to the men in Cartwright has become a tradition. The eighty three men in Cartwright are set in their ways and hard to please but the ladies from the Pilot Club certainly please them. The men look forward to that party. New Hope Baptist Church gave a party for the sixty eight women in Austin B. They brought a choir which delighted the residents. Spilman Baptist Church entertained in South Dormitory A. These buildings where large groups of older residents live are not given so many parties as the other buildings.

Sponsors gave gifts and took residents to parties outside the institution. It's a status symbol to be taken off campus.

Alamance County Mental Health Association sent a large donation of hose and a Factory in Valdese donated a hundred dozen pairs. This is a useful gift for the state provides only socks and women like to wear stockings.

Last year the men of St. Mary's Episcopal Church gave a coffee pot to the men in Cartwright where they do volunteer work. This year they gave one to Tapp 2. Cups were added from the Christmas Fund. Like many of us the residents enjoy drinking coffee in the evening.

A store in Jacksonville and a store in Kinston made a large donation of toys. Mrs. Charles Skinner, a volunteer worker, gave a stereo record player and an album of records to Austin B where she works. Mr. and Mrs. J. T. Sutton gave an electric train to Cottage I where their son lives. A man won this at a meeting the Suttons attended and when Mr. Sutton offered to buy it he gave it to him for Caswell. Mr. and Mrs. Phil Roberson gave a beautiful leather-bound black and olive green living room suite which now sits cozily in front of the electric log fire in Cottage 6 where their son lives. It was, they said their Christmas present to each other.

Mrs. Doris Petteway, teacher of music in the Trainable School, thanks the merchants of Tarrytown Mall, Rocky Mount for their gifts to the residents who sang there before Christmas. Hardees gave them supper.

Mrs. Loretta Lewis, Director of Volunteer Services, thanks the Caswell Staff for their cooperation in distributing gifts and helping visitors on the campus.

The Cottage Parents did many kind deeds. In Cottage 7 there was no Christmas package for Grover because he usually goes home for the holiday. This year he didn't and at the last minute the cottage parents saw to it that he got a package. Cupcake's mother could not visit him because she had an infection so she phoned. The cottage parents in Byrum 1 took Cupcake to the phone to communicate with his mother although he cannot speak. His grunt made his mother's Christmas a happy one. Oliver's mother is too poor and feeble to visit him so she wrote for a photograph saying that she knew she would never see her son again. Chester Wagstaff, cottage parent in Parrott 2 took Oliver's photograph and sent it to his mother. Six severely retarded boys from Pollock A were among the twenty-two guests at a buffet supper on Christmas Day in the home of Mrs. Nunn, cottage parent. She was very proud of her charges' good table manners.

(Please turn to page 8)

Firsts in 1969

Nineteen-sixty-nine is already history and by the time this is off the press, 1970 will be well on its way. However, let us pause to see what were a few of the firsts of 1969. To be sure there were no earth shattering happenings to be noted, but there are a few events which might be mentioned.

First there was the reopening of McNairy and for the first time this was designated as a Crippled Children's Hospital. Throughout the year admissions made their gradual way to this unit. Most of these admissions fall into the profoundly retarded classification. The staff in McNairy has been an enthusiastic one. When its doors were opened the staff had determined to meet as many of the needs of these residents in as constructive and creative way as possible. Wherever therapy could be used, it would be used.

In the middle of the year the Training and Education Department through the aid of E.S.E.A. funds was able to make plans to help not only to make life a little more meaningful for some of the McNairy residents but for other cripples. Two trainable instructors were hired to work with and teach these persons. At the present time fifty-eight are enrolled in this program. This is just the beginning!

For the first time plans were made to see if parents were interested in a Caswell P.T.A. or a parents' group. All the parents or relatives of residents in the McNairy building were invited to a meeting on October 26. Fourteen families attended this meeting held in the lounge of the McNairy building. The meeting was organized by a social worker. Many of the McNairy staff who work with the children attended plus two teachers, the physical therapist, psychologist and a representative of the Cottage Life Department. From each of the departments a representative spoke regarding his work. The parents were invited to stay and feed their child. The parents seemed to be quite enthusiastic and were interested in having further meetings. Plans are being made to expand this program.

"Haven on the Neuse", a history of Caswell written by Elizabeth M. Brown, a former employee of Caswell was published and put on sale in 1969. Miss Brown was the honored guest at Caswell's annual "Open House" in May.

The Social Service Department initiated its In-Service Training Program in October. Mrs. Margeryfay Cramer who previously was a professor at East Carolina University but is now a Social Work Supervisor at Caswell is teaching a course in social work. The classes meet at Cherry Hospital. Social workers from O'Berry Center and Cherry Hospital, Goldsboro, attended.

The Industrial Arts Department finally secured a new building for its use during the year. This has been a much needed addition but already it is not large enough.

What will come in 1970 — only time will tell but already there are rumors of many plans and it is possible some of the predictions forecast in the article "Predictions" printed elsewhere in this issue will begin to take hold.

Predictions

At the beginning of a new year it seems to be the custom in some circles to forecast coming events. Consequently, it might be apropos to print some of the highlights of the article "Twenty Predictions About the Future of Residential Services in Mental Retardation" by Wolf Wolfensberger.

Mr. Wolfensberger who is a Ph.D. is a Mental Retardation Research Scientist at the Nebraska Psychiatric Institute in Omaha, writes increasingly newly established residential centers will be small, specialized, dispersed and community integrated. By small is meant residences for six to twenty persons. The distribution of residential units will closely follow the population distribution. It is likely that the traditional institution will disappear entirely.

Increasingly services now considered part of residential services will be provided by other administrative structures. For instance, work training, work assignments, education, health services, recreation and other services have characteristically been provided by the traditional institutions. In the future, residences will increasingly be viewed as places to sleep, eat two meals and do some of one's living. Generally all services mentioned will be provided elsewhere and by ordinary community resources.

Each residence will have a specialty such as maintenance of life, infant nursery, child development, pre-vocational education, behavior shaping, structured correctional training, habilitation training, sheltered living, minimal supervision, crisis assistance, five day per week residential centers or a combination of any of these.

The advent of small, specialized, dispersed community integrated residents will increase short term residential placements. This will result in more overnight and extended home visits.

The number of live-in house parents will increase. In the early U.S. institutions, usually in the small and private ones and in many institutions abroad some caretaker personnel would live in the same residential unit as the retarded.

Residential services above the ages of 45 to 50 will be provided increasingly by facilities that are oriented toward the aged generally rather than the retarded specifically. Because of further increase in the longevity of the retarded, there will be increasing demand for residential places for the adult retardate above the age of 40 years.

As one studies the trends there are all indications that there will be less severely damaged babies born because the trends indicate (1) further preventive advancements in medicine relevant to reproduction and child welfare; (2) improvement of health services to and the quality of life of disadvantaged and high risk mothers and children; (3)continuing reduction in the birth rate; (4) increase legalization and practice of abortion in high risk pregnancies; (5) increase in adoptive and foster placement of retarded children; (6) extension of early childhood education, especially to children exposed to influences greatly adverse to intellectual growth.

The author feels these predictions may or may not come true but they appear to be in the think-

(Please turn to page 4)

Vignettes

For many long years Myrtle had a dream and a dread. Now the dream has been realized and the dread dispelled and fifty four year old Myrtle has a smile on her broad face as she talks about her Christmas visit home while leaning on a broom. She usually has a broom or a duster in her hand for she is a very hard worker in her building, South Dormitory A. Her health is not robust enough for her to work outside the building.

Myrtle's dream was to see her mother again and her dread was that the old lady would die before she saw her. In 1922 Myrtle's father died and her mother had to go to the hospital. Myrtle and her brother were sent to an orphanage from which Myrtle came to Caswell in 1930. She lost all touch with her family.

The cottage parents in South Dormitory shared Myrtle's dream and thought something could be done about it. They asked the social worker for their building to try to trace Myrtle's family. She got in touch with a brother in Durham and through him with Myrtle's mother who now being in her eighties and feeble lives with her brother-in-law, Mr. Barnes, and his wife.

Mrs. Barnes wrote to Myrtle telling her she would like to have her for a visit but could not provide transportation as her husband on doctor's orders could not drive far. Mrs. Ruth Temple, a cottage parent promised to drive Myrtle to where her mother lived in Lumberton whenever a visit could be arranged. Although only mildly retarded Myrtle has become too institutionalized to travel alone on buses.

On Sunday before Christmas Mr. and Mrs. Temple drove Myrtle to her mother. She carried a suitcase given her by her sponsors, the Armenia Christian Church women.

When Mr. and Mrs. Temple arrived at the Barnes' home in Lumberton, Mr. Barnes came out to the house saying "We thought you'd never get here". Then Myrtle's mother came out to greet her long lost daughter who has not lived with her for forty-seven years and whom she last saw when she visited her in the orphanage when the child was nine. Mrs. Temple says the mother just couldn't take her eyes off Myrtle or talk about anything else, but a week later she thanked the cottage parent for being good to her baby. Myrtle is the youngest child.

We are fortunate to have cottage parents like Mrs. Temple.

* * *

"She doing the same thing we'd have to pay somebody $60 or $70 a week for doing," emphatically states Leo Sutton, storekeeper at Caswell. He is referring to Annie Mae, a resident whose job it is to serve in the store.

This thirty eight year old woman who came here twenty years ago worked herself up to this job. Not much was expected from Annie Mae who is cerebral palsied, crippled, mildly retarded and unable to speak clearly. A former storekeeper gave her a job picking up drink bottles and Sutton inherited her.

When the new store was built about four years ago he gave her the task of wiping off tables and doing other chores to keep the place neat and clean. This she did well. Then one day he made a discovery. Annie Mae could make change. She had of course been able to do this for years but nobody had taken the trouble to find this out and to give her the satisfaction of using her ability.

From that day Annie Mae took on more and more responsibility. Now residents and staff walk to the store ask for what they want, get it, pay for it, pick up their change and walk out. Annie Mae sees to all this. She cannot read but she finds anything she is asked for, from a candy bar to an alkaseltzer, on the shelves. She has seen the names of the more popular bottled drinks written on notes so often that she can read them. She even helps with the ordering. She knows what to buy and has a habit of telling salesmen not to forget things. Her own memory is excellent.

Mr. Sutton thinks that she could do all the jobs a storekeeper has to do except for keeping the books.

To competence is added strength of character. Says Sutton, "She's as honest as the day is long. She's 100% for my business. She really keeps the working boys straightened out." She has a pleasant personality. Everbody who comes to the store knows her smile and she never complains. In short she is a treasure. Mr. Sutton feels that he could highly recommend her for work in a store.

If you tend to think of the retarded as helpless and useless remember Annie Mae who is both physically and mentally handicapped. Had she not been discovered by Leo Sutton she would very likely have spent a life of purposeless ease here. She never would have known the thrill that comes from achievement.

Jean Tabory

Facts And Figures

During the year of 1969 there has been a total of 141 (95 males - 46 females) admitted. During this same period 99 (67 males - 32 females) were discharged. Of this figure 24 (15 males - 9 females) were deaths.

During the last quarter 32 (24 males - 8 females) were admitted while 30 (21 males and 9 females) were discharged. Five (3 males - 2 females) of these were deaths; one (female) was transferred to another institution and 23 (18 males - 5 females) were discharged from placement and 1 (female) was discharged direct.

In this same 3 month period there were 30 (20 males and 10 females) applications received. Thirty (21 males - 9 females) were closed.

PREDICTIONS *(From page 3)*

ing of the foremost planners. The author admits these are not new or original and that they come from various sources and contributions.

How do these affect Caswell? One hears over and over communities in North Carolina must become more involved in planning their own programs to keep the retarded in the community. Short term placements at Caswell are being urged. More and more residents must be returned from Caswell to the community. This involves many of those who have been at Caswell for years. The prediction regarding the older retardate in the community as well as at Caswell appears to be nearer being fulfilled than most people realize.

Motivation

From the following four reports one has the definite impression that the Motivation groups are still being helpful and the Motivators are carrying on a useful program. These reports are taken from monthly circular called "Motivation".

Rachel Harrison writes: In having sessions with Tapp 3 boys, "I have not decided who enjoys it most the boys or me. On Thursday, December 4, our session was on airplanes. After the session, Mr. Taylor and I drove the boys to Stallings Air Base. There we saw a Piedmont passenger plane land and later take off. Also, we saw several small planes. The boys seemed to enjoy it very much. Although it was a cold, windy day, James Guthrie asked if it was going to London. Frankie Griggs informed us that his father had one and drove it way up in the sky. These six boys are always ready to go to the sessions when I call for them. They seem anxious to get settled and learn what the topic is for the day. One of the boys has a talent for drawing. Two have talents for talking."

Mr. Robert Joyner, a very enthusiastic motivator from the Boys' Colonies reports as follows: "I have five wheelchair residents and one who can walk in my group. My topic was the Christmas tree. The boys were assisted in making colorful rings of construction paper. A small artificial tree was tacked on the bedroom wall and the boys enjoyed decorating it with rings they had made and the colorful ornaments purchased in the store. As a finishing touch they put on the silver icicles. They were so excited over their project and with gestures and signs, visitors in the unit were persuaded to see their project on the bedroom wall".

Mr. Joyner bought 50 Christmas cards and allowed his boys to choose the card they would like to send to their parents. He found the cards they chose to be really interesting. He spent quite a lengthy time between routine duties addressing the cards. Each boy was responsible for stamping the envelope and the motivator mailed the cards to the parents. This proved to be a large group for motivation but Mr. Joyner said he had great participation. Motivation time is anytime, in this unit".

Mrs. Eleanor Fordham writes: "When we hear the word 'hot dog', 'hot dog', our first visions of thought are of food, but to a retarded child another conclusion could be derived - excitement! pleasure! Act of enjoyment! One particular day, our session was finger paints. Following correct procedure, each step was taken. When we approached step IV (visual aids) one of my girls leaped from her chair and with a screech said 'hot dog', 'hot dog'! I am working with severely retarded children where communication and response to surroundings are limited."

In the Boys Colonies Mrs. Lorene Crumpler, a registered nurse, describes her Halloween motivation group. "It took several sessions to get everything Halloween shape. Then the big day finally came for the boys who were gaily clad in the Halloween attire which they had made. They knocked on the door of each unit of the Boys' Colony and as the attendant opened it, they yelled "trick or treat". Fortunately, it turned out to be all treats and no tricks. As the rounds were finished, each took his bag of goodies and we assembled on park benches on the lawn to feast. As it happened some parents were returning their little girl and contributed to the goodies. As they were sitting on the benches munching away, one could surmise that visions of ghosts and goblins danced in their heads."

Reimbursement

The best things in life are free but the second best such as food, clothing, and furniture must be paid for. The State expects Caswell residents' parents to pay part of what it costs to keep them here. They pay in proportion to their means. Nobody pays the actual amount of $9.00 per day which the state figures it costs to maintain a person at Caswell.

The people in the Reimbursement Office meet with parents and discuss the amount of the payment. The workers are Mr. Albert Webb, Mesdames Agatha Hill and Vernice Edwards and Miss Carol Daughtry. They are glad that more liberal guidelines have been put out recently. Mrs. Hill remarked, "I'm so glad they've changed the guidelines. One day a lady went out of this office saying she would just have to gas herself. She was very unhappy. If I'd had the new guidelines I could have helped her more."

To help the retarded is the aim of the workers in the Reimbursement office as it is of all Caswell employees. Retarded children like other children are closely linked to their parents and whatever affects the parents affects them. When, as is stated at the end of the following factual account submitted by the Reimbursement office, the workers work out financial problems in a satisfactory manner they are helping the retarded.

In 1965 the North Carolina Board of Mental Health authorized the establishment of Reimbursement offices at State Institutions and staffed them with personnel to devote full time to the financial interest of patients.

Prior to this time the business offices at the various institutions tried sporadically with a limited staff to make collections for maintenance support and to see that the patients' rights to any benefits on their behalf were always protected.

State policy has always been to require payment of a just and reasonable amount for care according to the financial ability of the patients and others responsible for their welfare. It has never been State policy to create an undue hardship in any case.

The current maximum charge for care at Retardation Centers is $3.50 per day. There are some financially able to pay this amount and others pay less according to financial ability. Many are totally indigent and cannot pay anything. All receive the same care regardless of financial status.

When parents or others responsible are requested to furnish verified income figures or to come to the Reimbursement Office for a personal interview in order to make an evaluation for payment in line with State policy, it most generally results in a much better understanding and relationship between the Institution and others concerned.

With proper cooperation, the Reimbursement Office can, in practically every case, work out any problem of a financial nature in a satisfactory manner.

Training And Education

Mr. Leroy Batts, the Director of Training and Education, has made available some of the interesting activities in his department.

Beginning in January Dr. John Richards of the Department of Special Education of East Carolina University will teach a course entitled "Education and Retardation" for special education teachers. The Director has been in contact with the various Department heads of East Carolina University to recruit personnel. The idea is being explored concerning the establishment of a practicum area at Caswell for graduate interns in programs of speech, psychology and recreation.

Academic School - The principal feels that the Social Concerns Committee which is composed of the school's staff and cottage parents is helping to stabilize the discipline problems in the school.

In October Mr. C. W. Bennett, Training Supervisor from Du Pont, talked to the staff on "The Great Challenge" and in November Dr. William B. Martin, Professor of Education at East Carolina University, was the In-Service Training speaker. His speech was "Helping the Handicapped".

The Academic choruses performed at the O'Berry Center on Channel 7 Television station in Washington and at Vernon Park Mall during Christmas.

Some of the students were taken on a field trip to the State Capitol, the North Carolina Art Museum and the Museum of Archives and History. Some classes were taken to the J and R Shirt Factory and ate lunch at the Bar-B-Cue Lodge.

The Academic School has an enrollment of 128.

Trainable School - The chorus and rhythm band gave serveral performances for the Holidays at Tarrytown Mall in Rocky Mount, St. Marks Methodist Church, Vernon Park Mall and East Greene Elementary School. During October another teacher, Mrs. Judith Ann Parrott, was employed through E.S.E.A. funds. She will work primarily with the non-ambulatory residents. Mrs. Parrott was formerly a cottage parent. A portable piano was received for use with the non-ambulatory students. As of December thirty-first there were 185 enrolled in the Trainable program with 27 in the non-ambulatory classes.

Industrial Arts - The supervisor of the Industrial Arts reported that in October the department moved into its new building. The space is limited but the supervisor felt if the classes were kept small they should manage well. During November cabinets, tool display boards, lumber racks and new painting tables were constructed. All the painting and much of the construction were done by the boys. Mr. Jim Stokes joined the staff as Industrial Arts Supervisor as of December 1. Each year the participants in The Sheltered Workshop receive a bonus which is one dollar for each week involved in the Workshop. This bonus was the brain child of John Aldridge, an instructor. A total of thirty-two boys and girls were taken to town to shop with the assistance of Mr. Aldridge and Mrs. Vickie Howell, another instructor. Some received as much as fifty dollars. The Workshop still has contracts with Old Dominion Box Company, local bottling companies and DuPont.

Recreation — On November 20 Mr. McKeel, a recreation worker, and four male residents participated in a Checker Tournament at O'Berry Center in Goldsboro. Caswell came out the winner.

The staff drove the buses which took the residents up town to see the Christmas lights and decorations. This is always especially enjoyable.

The recreation staff is responsible for wrapping and distributing the Christmas packages to those who do not receive gifts from home. There were 786 packages wrapped and distributed this year. In the packages were clothing, toys, cosmetics and a variety of other objects that the staff thought would help make Christmas a happy occasion for the residents. Each building was checked on Christmas Eve to make sure that no resident was forgotten.

Personnel

Mr. Leroy Batts, Director of Training and Education was in Raleigh on November 26 in conference with the Mental Health Department and Personnel officer for the purpose of conferring with representatives of the State Personnel Department regarding special education teacher and supervisor positions. A tentative proposal was made to add more catagories to the already existing positions.

Mr. Batts visited the Nash Edgecombe Mental Health Clinic in Rocky Mount on December 5 to participate in a program directors meeting.

A Cancer Workshop for licensed Practical Nurses sponsored by Duke Medical Center, N. C. LPN Association and N. C. Division of the American Cancer Society on October 30 was attended by the following members of the staff: Misses Ellen Alcock and Glenda Jenkins, Mesdames Currie Hussey, Joanne Rhodes, Effie Fulcher, Sallie Cunningham, Elsie Cole and Bobby Bridges.

On December 8 and 10 the following staff nurses attended a cardio pulmonary resuscitation training program at the Craven County Hospital in New Bern. Margaret Tisdale, Director of Nurses, Virginia T. Perry, Iris C. Jackson, Eva Sewell, Edna Blue, Jane Arnold, Janet Roberts and Margaret Hardister, all are registered nurses.

On November 5 through 7 Mr. Spellman Grice, Mr. Jerry McKeel and Mr. James Trivette, all members of the Recreation Department attended the 25th N. C. Recreation and Park Society Annual Conference held at Wrightsville Beach, N. C.

In October Mrs. Lindsey Knowles and Mrs. Patsy Pittman, teachers, attended a district meeting of N.C.E.A.

Mr. Darrell Arnold, Principal of the Academic School, spent three days in November at Lynchburg Training School and Hospital in Virginia. He attended a series of lectures on the "Concepts and Application of Piaget to the Mentally retarded".

Mr. Arnold and Mrs. Wand Tilley, a teacher, attended the annual Special Education Conference in Charlotte. Mr. Leroy Batts, Director of Training and Education also accompanied Mr. Arnold and Mrs. Tilley.

For two days during the first part of December Mrs. Margeryfaye Cramer and Miss Hilda Gibbs, both Social Work Supervisors in the Social Service Department, attended a group therapy workshop in Raleigh.

Rehabilitation

Hulon Whitehead, 27, was presented Handicapped Citizen of the year award in ceremonies at Mayor Simon Sitterson's office at City Hall on October 13, 1969.

Whitehead, a former resident of Caswell Center is both physically and mentally handicapped and has a speech defect.

But in spite of his difficulties he has held a job with the Lester Hardware Company here for the past five years, sustains himself in the community without dependency, is active in church work, has established a considerable savings account and is considered a competent worker and asset to his employer.

"Public school work was hard for me to do", he explained. "I went to Caswell so they could help me learn to do more things." He was admitted to Caswell in 1954 when he was 13.

He underwent evaluation, work adjustment training and speech therapy at Caswell and progressed so well that he was accepted for employment as a janitor and stock clerk at Lester Hardware. Mr. Lester stated "He has been as helpful and valuable to us as anyone could be".

At First Free Will Baptist Church he performs numerous chores, opens and closes the church for services and hopes to become a regular usher next year.

Major Sitterson presented the award on behalf of the Mayor's Committee for the Handicapped. The project is sponsored jointly with the Kinston Jaycees. Six entries were offered this year.

The above story was taken from an article written for the Kinston Free Press by Mr. W. B. McDevett, Case Work Supervisor, in Rehabilitation Facility.

* * *

With the fifty dollars which the Facility won on their booth at the County Fair in October the Facility students were taken to the State Fair. The local fair exhibit won a blue ribbon. Three students won blue ribbons and two won red ribbons for individual projects.

The counselors gave talks to the Beaufort and Edgecombe County Department of Social Services; to the guidance counselors and vocational teachers in Lenoir County and to forty special education teachers at Greene Central High School in Snow Hill.

Mr. William Dunne, Director, made visits to the Fayetteville District office, to the central office in Raleigh and to Butner. He accompanied Dr. Frank Badrock, Superintendent of Caswell, to a review of Vocational Rehabilitation Mental Health Programs at Eastern Carolina University.

Mr. McDevett, casework supervisor, participated as a member of a team to audit casework records at the Cherry-O'Berry Facility in Goldsboro. Also participation in a meeting on case work recording at the same Facility.

A number of visitors came to the Facility in the last quarter; Mr. Victor Cashwell, area training officer; Mr. Ralph Dagerhard and his staff from Western Carolina Center; Miss Kay Messer, Counselor for the retarded; Mr. Perry Kemp, Coordinator for the deaf; Mr. Charles Guy, Area Director.

Festivals

The Fall of the year is Festival Time at Caswell. During October is Halloween when ghosts, goblins and witches come from their native haunts to make their annual appearance, the ghosts to dance and scare and the witches to brew their magic and to make their dire predictions. There is hardly a Caswell resident who is not aware it's time for "Trick or Treat".

Many outside organizations find this an especially opportune time for parties. The Recreation Department has always had much brewing and takes great delight in planning all types of Halloween games and pranks. This year besides the parties, a Halloween Carnival was the highlight for the afternoon and evening of October 31. Possibly the greatest enjoyment for the residents was to watch the Dunken Machine loaned by the La Grange Jaycees. When a well placed ball thrown by a resident hit its mark, it released a mechanism which dunked the recreation worker who was sitting just above the water. It appeared that some of the recreation people and other staff members were enjoying it as much as the residents. At the carnival apple bobbing, ring tossing, fishing in the well, air guns and darts were all being patronized. To add to the weirdness and to give an authentic touch there were tomb stones on one of which were the letters R.V.P. (Stand very peaceful).

* * *

Each year after the ghosts, witches and goblins have returned to their native haunts, Thanksgiving with its turkeys and pumpkins take over and the buildings take on new decorations.

This year the Chaplain had a special service giving thanks for all the blessings God has given to one and all. Mrs. Helen Nunn and Mrs. Clarissa Page from Pollock A decorated a table in the chapel with an arrangement of fruit, vegetables, berries, leaves and candles. Later this arrangement was moved to the lobby of the Cottage Life Department for everybody to enjoy its beauty.

On Thanksgiving Day old Tom Turkey with all its fixings and trimmings was served.

* * *

Thanksgiving is always somewhat overshadowed by Christmas. Even before Thanksgiving one hears the residents speaking of their hopes and dreams of going home. The greatest gift to many of our residents is that of a Christmas vacation. This year this was the gift for at least 718 had left by Christmas Eve. For many of those who remained there were tears and sadness. Of course, to some it made no difference. As to gifts no one was forgotten. To the Recreation Department went the task of wrapping gifts so that everyone was remembered.

The Kinston Christmas Parade always seems to open Caswell's Christmas activities. Not all the floats made their way to Caswell but several did including the one which was decorated by Caswell and the Caswell Rehabilitation Facility. This won first place. On December 4 came the Camp Le Jeune Marine Band. Who does not love a band? Each year our boys and girls give this band an enthusiastic reception and when Santa Claus appears at the end their enthusiasm knows no bounds.

(Please turn to page 8)

Highlights

The County Fair was one of the big attractions for about nine hundred residents during the week of October 6. Thanks goes to the Kinston Jaycees for this special treat. There were free rides and free candy. Candy apples could be purchased at reduced prices.

Church groups still continue to give a monthly party for all whose birthdays fall in that month. At chapel services each Sunday the names of all residents who have had birthdays that week are read out from the bulletin. The Chaplain hopes to be able to visit every resident in his building on his birthday.

On November 13 and 14 during Education Week a Workshop on "Feeding Techniques for Cerebral Palsied Children" was held at Caswell. This was sponsored by Mrs. Nancy Sumrell, Physical Therapist, and the In-Service Training Department under the direction of Mrs. Virginia Perry, R.N., Mrs. Anna Hill, R.N., Co-ordinator, Outpatient Nursing Service of Western Carolina Center, Morganton, North Carolina, was the teacher. Nursing personnel and cottage parents were the students. Nurses and cottage parents from O'Berry also attended. The teacher described a variety of gadgets that can be used in feeding the cerebral palsied. To teach these individuals Mrs. Hill said "We have to have a lot of patience with the children and with ourselves". She went on to point out that ordinary objects can be transformed into feeding aides. A plastic half inch of a plumber's pipe can be fastened to the fingers of a child who has difficulty in grasping a spoon. She also demonstrated methods used to feed those who cannot feed themselves. Certain areas of the face are stroked with ice and this facilitates swallowing and chewing. She stressed the importance of positioning and the importance of sitting up.

On Saturday, November 15, Caswell's Boy Scout Troop joined in a campaign to clean up some of the debris scattered about by the litter bugs. From Vernon Avenue along Hull Road to Register Drive the Scouts picked up thirty-two one hundred pound bags of empty beer cans, whiskey bottles and such like.

Mail is so very important to our residents. Recently "Jaybird" from Cottage 7 brought a precious letter from home to his social worker for safekeeping. It had already been taped. He was afraid his fellow residents would tear it and he wanted to preserve it for future reading.

In November cerebral palsied Faith from Cripple Children's Hospital No. 3 was a bridesmaid at her sister's wedding. She went down the aisle in her wheelchair.

The Saturday night before Christmas 21 women from South Dormitory A ate dinner at the Bar-B-Cue Lodge. This money was given by a resident's uncle who said it was to be used as the social worker felt it was needed. It was the first time most of these women had ever eaten in a restaurant.

On Sunday, December 7, two buses made two journeys each taking residents to hear Buford Goodman give an organ recital in the First Presbyterian Church.

Nursing students from Lenoir Memorial Hospital School of Nursing in Kinston and from East Carolina University School of Nursing in Greenville visited and toured the campus.

Caswell is happy to announce that two doctors have joined the staff. Dr. Halford Whitaker is a neurologist and pediatrician. He comes to Caswell from Chuckey, Tennessee. Dr. Joseph Katz has been in private practice in Kinston for a number of years.

The Volunteer Clothing Shop is still a very popular place for our residents. One cottage parent has found clothing for nearly all her boys for whom the state must provide. These boys, though not very high on the ladder of intelligence, know the difference between home bought and state clothes. They want none of the state clothing. Caswell is grateful to the volunteers who operate this shop and to the people who contribute clothing and other articles.

There are 375 paid subscriptions for Caswell News. It would appear that many relatives are interested in hearing about what is happening at Caswell.

The beauticians have worked out a plan whereby all trainable and educable female residents, other than the Colony and Crippled Children Hospital patients, can go to the beauty shop for shampoos. This will relieve the cottage parents of this responsibility. A new dry shampoo has been tried on the nonambulatory residents. This will make it easier to keep their hair clean.

Cottage Life reported that during December there were less complaints from parents, less runaways among the residents and less turnover of cottage parents than in previous years.

FESTIVALS

(From page 7)

The choruses and rhythm band practiced long and hard for the Open House Program on December 18. The cottage parents gave of their time, energy, and oftentimes their money to decorate their buildings which glittered and sparkled when the visitors toured the units. On December 21 a number of Kinstonians worked together to give a party to those who did not go home for the Holidays.

An impressive candle light service was planned by Chaplain Polk and Mrs. Jean Tabory. The worship in litany form was the telling of the Christmas story in questions and answers emphasizing that God comes to us at Christmas to show us how much He loves us, what he is really like and what he wants us to do for our fellowman.

Each of these Festivals brought its meaning and joy to Caswell. It will not be long until Easter with its bunnies, its eggs and above all the Easter message will be here.

———o———

THANK YOU

(From page 2)

Many other people whom we have not mentioned helped Caswell this Christmas. We do not know all their names. A special "thank you" is due to the people who gave donations and asked for no letter of acknowledgment because they saved a very harassed secretary's valuable time. The knowledge that the children and adults were happy is the greatest reward all donors can have.

And the gifts brought happiness. When one passed Cottage 6 an hour or so after Rudy's greeting he was at the back of the cottage on a swing. Near him Keith was beating the drum and two other residents were cheerfully singing the drummer boy's song.

Mrs. Jean Tabory

J22
7:35/2

North Carolina State Library
Raleigh

N. C.
Doc.

The
CASWELL NEWS

THE CASWELL CENTER - KINSTON, NORTH CAROLINA

SPRING

The year has changed his mantle cold
  Of wind, of rain, of bitter air;
And he goes clad in cloth of gold,
  Of laughing suns and season fair;
No bird or beast of wood or wold
  But doth with cry or song declare
The year lays down his mantle cold.
All founts, all rivers, seaward rolled,
  The pleasant summer livery wear,
  With silver studs on broidered vair;
The world puts off its rainment old,
The year lays down his mantle cold.

Charles d'Orleans
1391-1465

April, 1970

Volume XXXV

Number 2

The Caswell News

Vol. XXXV - No. 2 KINSTON, N. CAR. - APRIL, 1970 $1.00 Per Year

Published quarterly for the benefit of Caswell Center and for the information of the citizens of North Carolina.

Frank Badrock, M.D. .... Superintendent
Mr. S. H. Stroud .... Business Manager

Editor .... Pearl L. Adkins
Circulating Manager .... Sarah E. Claytor
Treasurer .... Mrs. Evelyn Wiggins

The Lounge

Kermit surveyed the room from his wheelchair and then with satisfaction pronounced judgement, "It's very pretty." Some nurse's aides standing in the doorway agreed with him. "You'll have a place to sit with your mama and daddy now, won't you?" said one. Kermit grinned and wheeled his chair further into the room.

Everybody was interested in the room which that very morning had been furnished as a lounge for visiting parents by the Greenville Junior Woman's Club. Anybody who can transform a bleak room in an institution into a charming sitting room is talented, and anybody who can do it as fast as Mesdames Bill Byrd, Tom Claud, Bob Tico and Frank Wyatt did in Crippled Children's Hospital No. 4 on Thursday 22nd January is a genius.

When the ladies arrived, Lanier from the Carpenter's Shop and Henry, a working resident, came to put up the curtain rods. Soon the ladies had hung unbleached muslin drapes fringed with turquoise to match the sofa provided by the State which also provided two tan chairs. Mrs. Jim Hudson found time to make them although she is the mother of three young children. Soon a coffee table, two end tables, two pictures, a wastepaper basket, a magazine rack already filled with magazines, two ashtrays, three vases, two turquoise and gold lamps, artificial flowers, a large artificial plant, a mirror, a charming little teapot and saucer, and a carpet took their places beside the drapes, sofa and chairs. Thanks to all the ladies in the Club, for various members shopped for the articles and all took part in the Bridge Benefits, Rummage Sales, and Sales of Christmas cards and kitchen fire-extinguishers by means of which the money was raised, the parents of the non-ambulatory children in C.C.H. No. 4 will have a pretty place where they can be with their children in privacy when they visit. This pleases Mrs. Blue, R.N. who is in charge of this hospital and her nurses one of whom said, "We've needed a place like this for a long time. We've had to wheel beds out into the corridor when parents visited."

The Greenville Junior Woman's Club has helped Caswell for the past two years. The members entertain the ladies in Austin A at parties at Christmas, Easter, Halloween and Valentine's Day. At Christmas they brought a gift for each resident and called each by name to receive her card. It's hard work to entertain seventy-one people, but says Mrs. Phoebe Claud, "We enjoy giving the parties. We all bake cupcakes and sometimes we make favors." Already they are making plans for the Valentine party. Mrs. Stuart Savage has donated a television set. In a building as large as Austin A two sets will be very useful.

Austin A was not enough for these energeti volunteers so they asked Mrs. Lewis, Voluntee Service Coordinator, what else they could do to help. She told them that a Visitors' Lounge was needed in Crippled Children's Hospital No. 4. It didn't take them long to supply the need.

Like other children retarded children are membres of families and it is best for them to live in their parents' home if possible but if, for medica or psycho-social reasons, they have to be sent to institutions it is necessary to preserve links with their families. Visits with parents are important This lounge will help to make visits pleasant experiences for some parents.

Jean I. C. Tabory

—o—

Facts and Figures

At the end of March the total population o the books is 1888 (1016 males and 872 females) The average daily population stands at 1849 There is a total of 40 on leave including 8 on tria visit, 18 on otherwise absence and 14 on work assignment.

During the last three months there were 1 deaths (6 male — 4 females); 17 discharges (1 males — 7 females and one male was transferred

For these same months there were 30 (17 mal — 13 female) admissions. Of this 30, twenty-si were first admissions and four readmissions.

Twenty-three applications (17 males — 6 females) were received and 23 (16 males and females) closed.

In January the Department of Mental Healt reported that Murdoch Center at Butner had total population of 1506; O'Berry Center at Goldsboro had 965 and Western Carolina at Morgan ton had 781. The total for all Centers was 513

E.S.E.A.

The Elementary and Secondary Education Act, Title I of 1965 made available to the educational medias monies to be utilized in aiding the student in achieving his maximum potential. This particular title provides funds for the educationally deprived child; according to Title I this means "those children who have need for special educational assistance in order that their level of educational attainment may be raised to that appropriate for children of their age. The term includes children who are handicapped or whose needs for special educational assistance result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large." Since its inception this act has been berated and praised for its merits and inadequacies. The question that everyone should be concerned with is, "are there tangible results?" At Caswell Center this question could be answered with a strong affirmative.

The funds allotted Caswell under Title I, E.S.E.A. have enabled the Training and Education Department to secure ten additional staff members. Two of these staff members are presently serving thirty-two severely handicapped nonambulatory children. Previously, these children were not receiving direct specialized educational assistance. Needless to say the worthiness of this program is self-explained. The additional E.S.E.A. staff members are also working directly with the multi-handicapped retarded child. These funds aid the present staff in enriching their scope in special education through the services made available by extension college courses. In conjunction with the extension courses, funds are allotted for guest lecturers. The end result of these services is to better equip the teacher in teaching the special education child.

This act enabled the purchasing of numerous audio-visual aids such as reading machines, film loops, cassette tape recorders, televisions, filmstrips, and many other aids. This equipment is being used daily and helps the classroom teacher to broaden and increase student motivational interest. Since most of the retarded children have not experienced educational motivations necessary for society, it is the aim of the school to provide as many of these as possible prior to their return to the community. The activities necessary in giving these motivations consist of field trips, cultural-enrichment trips, audio-visual materials and equipment, kinetic materials, linguistic materials, and any special equipment necessary to expedite wholesome classroom activities. Cultural-enrichment trips allow the students to attend off-campus movies, museums, historical points of interest, seats of government, beaches, parks, and many other areas that are unfamiliar to institutional children, Many of these activities would be curtailed or eliminated without the availability of E.S.E.A. funds.

There are other areas directly affected by E.S.E.A. Funds for a laison social worker was approved in 1969. This position was created in order to work directly with community agencies, the family, and the school in working toward returning the child to his community. This staff member works directly with children in training programs.

The services, materials, and activities made possible by E.S.E.A., Title I Funds have allowed many of Caswell's residents to become better acquainted with society in general and have aided in preparing them for a useful and productive role upon their return to the community.

Darrell Arnold
Principal of Academic School

Easter

Easter is the time for new things. High on the list come Easter outfits. The Home Economics teachers see to it that every student in their classes has a new dress for Easter. This year the girls in the Academic School were able to have sophisticated two and three-piece ensembles thanks to Mrs. Doris Ackerman who gave material more elegant than the State provides from her factory outlets. The girls in the Trainable School looked very pretty in their blue, yellow, and pink dresses with ties or boleros made from state material. Most of the educable and all of the trainable girls need much help so the teachers have been very busy.

Easter is a time for new meanings. Pearl's face was a study in delight as she looked at her pink stuffed rabbit in a basket. This is the first bunny Pearl has received in all her seventy-five years, fifty-five of which have been spent at Caswell. Circle No. 2 of Jason Presbyterian Church sponsor Pearl who lives in Austin B.

When we take part in anything it becomes more meaningful. On Saturday 21st of March under the direction of Mrs. Charlotte Sutton, cottage parent, the severely retarded boys in Pollock A acted an Easter Pageant depicting the Triumphal Entry, the Last Supper, the Crucifixion and the Resurrection. Dwight said a special Easter prayer. Mrs. Sutton reports that the performance was almost like a professional play. The severely retarded girls from Wooten A acted an Easter Parade under the direction of Mesdames Carolyn Kennedy and Melvin Pate.

In the chapel twenty-five women from South Dormitory A took part in a Communion Service on Maundy Thursday. The order of Service tried to show how at the Last Supper Jesus gave a new meaning to the symbolism of the Feast of the Passover. The chaplain accompanied the hymn singing, the psychologist conducted the service and Mrs. Mary Ellen Collins, their secretary, did the art work for the bulletins.

Mrs. Sutton said that after the Easter Pageant the boys' parents, delighted to see how much their handicapped children could do, asked her, "How can you work such miracles?" Easter is a time for miracles. The greatest miracle of all happened on the First Easter morning and the power that performed that miracle is still available. The little miracles that happened here at this glad season came about through the hard work and devotion of such people as teachers, cottage parents and sponsors.

Jean I. C. Tabory

Highlights

Although it has been a mighty cold and sometimes blustery three months Caswell residents saw only a slight bit of snow. Although only a small amount, one enterprising cottage parent took some of her boys outside to see it, to touch it and to taste it. This is the way to teach especially the retarded. Before the eclipse occurred on March 7, the teachers tried to help the students to understand the solar system, what the eclipse is and why it occurs. Even going to the circus is educational and one boy in the Trainable Class wrote of his trip, "We left Caswell Center at noon. We rode a bus. We got to the circus at three o'clock. We saw a clown. We saw midget clowns. We saw giant clowns on stilts. They wore costumes and they did tricks. We saw elephants. They danced and they rolled over. We saw tigers jump through fire rings. The dogs rode on the pony's back. We saw many other exciting things. There were trapeze acts and a woman was shot from a cannon."

Valentine's Day is a day that is celebrated at Caswell by having parties. Various Junior Woman's Club church groups, girl scouts as well as the cottage parents made sure, many of the residents had valentines and parties. One group organized a dance for fifty couples in the teenage group. One group sent a big box of homemade candy to the men in Tapp 4. Seldom does anybody give a party to the thirty-six profoundly retarded girls in Kendall 2 but their cottage parents do not fail to remember them on Valentine's Day. The cottage parents in the Pollock buildings always plan a special treat for their boys. Outside groups seem to find it difficult to work with and for these boys also. Yet the response from these residents can be so warm and enthusiastic. Part of the decorations for a valentine party in Pollock A was made by the boys in two motivation classes. Two volunteer workers in Crippled Children II had taken snapshots of the nine girls with whom they work and play each Thursday morning. They made the snapshots into Valentines to send to their parents. Can you imagine the happiness this would bring to these mothers and daddies?

Mrs. Elizabeth Alexander of the Public Relations Section of the Department of Mental Health is assisting the brochure committee to prepare a brochure about Caswell Center. This brochure will emphasize services rendered at Caswell.

On Sunday March 1 Chaplain Polk took twenty-five teenage residents to see the religious folk musical "Tell It Like It Is". On that same day Mrs. Jerry Rouse from Wheat Swamp Christian Church brought ten young people from her church school to worship with the Caswell residents.

Retarded persons seem as a rule to love music and frequently Caswell receives tickets to concerts in town or towns nearby. Miss McKnight, the music teacher, took some of the residents to three different concerts. Six went to Goldsboro to hear the Tuscon Boy's Choir; six went to New Bern and six went to Kinston to hear the Norman Lubach Choir.

The Caswell Girl Scouts in Troop 490 were hostesses to all Girl Scouts in the area for Thinking Day. This is the Day when Girl Scouts remember their founders , Lord and Lady Baden Powell. The troop which is sponsored by the Elks Club did a Norweigan Mountain Dance to help entertain.

The Caswell Scout Troop 227 went camping at Holly Shelter in Pender County. They had a chance to compete with normal boys and sometimes they showed up these normal boys. The boys carried new packs and frames. They enjoyed themselves even though it was a mighty cold week-end.

Shelters are at last being erected in the yards of each colony unit. This has been long needed so that the residents during the hot weather can sit out and be protected from the sun.

A survey was made in February of the residents. It was discovered that within our population there were 74 blind or partially blind residents; 68 deaf or partially deaf; 329 non-ambulatory residents; 742 residents under 21 years of age which left 1184 over 21 years of age.

The Cottage Life Department reports a total of 345 employees. Besides the Director, there are 284 cottage parents, 18 attendant supervisors, 34 charge attendants, 2 barbers, 1 typist and 5 beauticians.

The Manley Reece Post 2573 and the Disabled War Veterans Chapter 11 in Wilmington with their Ladies' Auxiliaries are starting a drive to raise money to buy wheelchairs for Caswell. Recently they brought a pre-drive wheelchair for which we are grateful. It will be used to transport residents to Dorothea Dix Hospital and other hospitals when needed. Some families are able to furnish wheelchairs when a child is admitted but many families do not have the money needed.

The fifty women in Johnson 4 which has many wheelchair residents had a swinging party given to them by the F.H.A. Class of South Edgecombe School in Pinetops. The visitors acted a skit on the theme of how to deal with a too-eager suitor on a park bench. They also sang songs. Mrs. Nobles, the teacher, mingled with the residents playing request numbers on her accordian. Mrs. Nobles has been coming to Caswell for six years. The men in Parrott 3 were invited and Wimply from this unit insisted on singing a solo. Each resident was given a gift and the refreshments were delicious homemade ones.

During the Easter weekend three hundred and eleven residents were on vacation Easter Sunday Not as many leave on this long weekend as at Christmas and the summer. Many residents do get disappointed when they have to stay on the campus. One week before Easter Mrs. Waters a social worker, was able to take Gloria to see an elderly aunt. Gloria had not been on a visit for years and she has no immediate family. Some of the sponsors took the residents to their homes and bought them Easter gifts.

The following letter was recently written by Robert King, a brother to Adrian King in Pollock A to cottage attendants and other workers "It is so good and kind of you all to devote your life and time to the welfare and good will and looking after others. In this day and age when one can make much more money than you make at your job, it is very heartening to find a few people who think and know that there is more to

(Please turn to page 7)

Staff Development

Orientation — In-service-training — education and staff development seem to be everyday words which are batted back and forth on the Caswell campus. At one time it was felt that little training and education were needed in working with retardates but now the pendulum has swung to the opposite end and with it comes the realization that the care and training of the mentally retarded is a specialized service all the way up the ladder. Now that the federal and state governments are becoming more aware of this need money is being made available.

For some time Mrs. Perry, the Director of In-Service Training has been carrying on an effective orientation program for new employees. This program includes three days of talks, tours and discussions. The Directors of each department are given an opportunity to explain just what their department programs are and how they relate to the total program. A history of mental retardation is included and personnel policies are explained.

Mrs. Perry also gives a three week in-service training program to the cottage parents. This involves a history of mental retardation, a discussion and demonstration of clinical types, unit skills, cottage parents' responsibilities, oral hygiene for the resident, the role of the social worker, chaplain, psychologist, recreation worker and a discussion on personnel policies.

Mrs. Perry has scheduled weekly films for the nursing staff to which members of other disciplines have been invited. Doctors and other professional people in specialized fields have been present at times to act as discussants for the picture shown.

Gradually each department is setting up its own training and education program. The Training and Education Department has been having a program once monthly to which speakers from other disciplines are invited to share their knowledge. These speakers are not only from the area of mental dificiency but from areas which are considered significant in this time of change and unrest.

The Social Service Department has been having a Staff Development Seminar for two hours each Friday at Cherry Hospital in Goldsboro to which social workers from Caswell Center, O'Berry Center, Cherry Hospital, Dobbs Farms come. This Seminar is developed around social work. This is being planned and taught by Mrs. Margeryfay Cramer, Social Work Supervisor.

The Social Service Department is also conducting a two-day Institute monthly for community workers from the various local agencies. It is hoped that those who attend will be provided "with both a cognitive and emotional experience about the Center". At the same time those attending have an opportunity to see the positive and also the "dehumanizing" effect of institutionalization. The newer philosophies and thinking regarding institutions are also presented with the emphasis being placed on community involvement.

Six members of the Cottage Life Department have been attending a Behavior Modification class at Cherry Hospital one evening each month. This class is taught by Dr. Daniels from Georgia Regional Educational Board.

As was said at the beginning — orientation — in service training — education — staff development — are words spoken freely and education projects are an accepted part of the employee's everyday job. In fact, so much so that requests for further education are now coming from various departments. Just recently the beauticians requested some instruction on seizures and what to do when a resident has one.

The cottage parents have requested more instructions. Mrs. Perry has already planned a new 120 hour course for the attendant. The class time "will be devoted to presenting material in the areas of unit supervisory development, the hu-

(Please turn to page 7)

Therapy

Have you noticed lately the unusual number of residents coming into the Social Service Department? These residents are part of a new project coordinated by the social workers.

The current philosophy about residential care for the retardate, not only at Caswell Center but throughout the nation and even throughout the world, is that no retardate should be institutionalized if it is possible for him to live a more nearly normal life in the community. Because years of institutionalization decrease an individual's ability to live in the community, it is necessary that the ones who have potential for leaving the Center undergo a period of preparation prior to their departure. At the present time, there are three groups of Caswell residents (a total of eighteen with six men and twelve women) in operation with the goal of either returning the participants to the community or helping them become happier, more creative institutional residents.

Each group is meeting weekly and at the present is staffed by two therapists. The social workers involved are: Miss Pearl Adkins, Mrs. Laura Hedgepeth, Miss Hilda Gibbs, and Mrs. Margeryfay Cramer. The sessions are one hour long and consist of both verbal and nonverbal activity.

Use of the group method rather than or in addition to the individualized approach has for many years been a successful tool for social workers. Within the last few years, however, the group work method has gained considerable impetus and it is being used in an increasing variety of therapeutic situations. Group work by social workers is very new to Caswell Center (although Miss Adkins has used a modified form for quite a while). As the practitioners gain in expertise and as more acceptance is given by other institutional personnel to the role of social workers in therapy, you will, no doubt, see even more residents coming regularly into the Social Service Department.

Representatives from disciplines other than Social Service have made referrals of individuals who need special help. These referrals are welcomed and may be made either to the Director of Social Service or to the social worker assigned to the resident's living unit.

—Margeryfay Cramer
Social Work Supervisor

"The Retarded Child"

"The Retarded Child" is a book written by Nancy W. Faber. This book covers Miss Faber's travels to twelve foreign countries and her visits to a number of institutions in this country.

In her book she explains what mental retardation is; its impact on the family. She then discusses diagnosis, prognosis and the various services to the retarded; workshops and training centers; the Institutes for Achievement of Human Potential; what goes on in institutions and the new approaches and concludes her book with the problems which we are facing.

In a summary written by the Crown Publishers, Inc. of New York they state that, "This is a book written with integrity, authority and passion, a book to tell the literary millions of concerned persons that there are ways to help a retarded child toward a normal maturity. It is exceptionally comprehensive.

"Nancy Faber, who holds an M.A. from Columbia University and for ten years taught in New York City schools, sets out conscientiously and with heart to discover all that was being done and that could be done for children who are mentally handicapped, who need a special kind of love and guidance to make the maximum use of their seemingly minimal potential."

She visited institutions, Training centers and private homes and tells inspiring stories about what has happened, with actual living children and what that means for other similar children.

She tells the story of a mother in Japan and how her son learned to earn a living. There is the story of Dr. Jacobs and the rehabilitation center he established in Israel and how Sweden helped. There are many dramatic and informative accounts from all over the world.

The publishers of Miss Faber's book go on to point out: "Parents everywhere are understandably troubled when they learn that their child is retarded. To them the experience is unique. They are unaware that others have felt the same emotional impact, and particularly they may not know the extent of resources available today to help their child take his place in the community, as Nancy Faber says, accomplishing a miracle of self-realization.

"In her account of the rehabilitation of children here, Mrs. Faber demonstrates the great importance of early diagnosis and training, showing how skilled care in the first four years of life can add ten I.Q. points that may be crucial in later growth. She describes specialized classes, pilot projects, new teaching techniques (like the 'talking typewriter') and training workshops. She tells about the new halfway houses. She visited Seaside in New London, Mansfield; also in Connecticut, Letchworth Village in New York, and a score of other important schools. She found that a child's intelligence is never static, that the child, though handicapped, may become more talented in certain areas than the normal child and may radiate a particular attractiveness and response.

"This is a book to give justified hope to a large number of children and parents, a book fueled with loving understanding, confidence, practical guidance, and hope."

Training and Education

The Director, Mr. Leroy Batts, conferred with Dr. Billy Royal, Director of the Nash-Edgecombe Mental Health Clinic and Mr. Waylon Bissette, Special Education Coordinator for the purpose of exploring the possibility of establishing a program for emotionally disturbed or mentally retarded children in Nash-Edgecombe area. The proposed project would include children who are not enrolled in public school. This would be a pilot program using a portion of Caswell Center's ESEA Title I funds for its initial operation.

The Kinston City School System has extended an invitation to Caswell Center to participate in an In-Service Training Course entitled "Mental Health and Education". Mr. Beck, Student Evaluator, is representing the Training and Education Department.

The construction of the activities training workshop is under way. It will be used to train selected non-ambulatory and trainable mentally retarded residents to perform in a job-related workshop setting. It should be ready for occupancy by July 1.

The Library Committee is conducting a survey of present library resources for the purpose of preparing a title II ESEA project. Acquisition of library materials will greatly strengthen the library resources available to the residents and teachers.

Academic School — The Principal, Mr. Arnold, reported nineteen staff members completed a course entitled, "Curriculum — Mental Retardation in March: Dr. John Richards, a professor of East Carolina University taught the course. It was paid for through ESEA funds.

Dr. Richards also spoke and presented a film to the staff on Drugs as part of In-Service Training. In February, Mr. Burwell Mitchell, a lawyer from the Attorney General's office spoke to this group in February on laws which pertain to employees and residents in an institutional setting. In January the staff saw a film on "How to Stop Teenagers from Smoking" and one on LSD.

Three student teachers began their practice teaching in March. They appear to have been well received by the children.

Several field trips were made taking these children to Vernon Park Mall, a train ride and to the circus in Raleigh.

Report cards to parents or guardians were sent out in February. Most of the students seemed to be proud of their marks but some remarked they should have worked harder. The cottage parents were sent reports in March.

The Sheltered Workshops and Industrial Arts — At the beginning of this year the Industrial Arts Department began with a new supervisor, Mr. James H. Stokes. The students began to work on individual projects which included picture frames, bottle cap holders, small boxes, birdfeeders, bird houses, corner what-not shelves, tool boxes and bookends. The bottle cap holder was the most popular project. Also various items have been made for use by staff members in their work with the residents such as art display board picture frames, a rack for the music room, a flower

(Please turn to page 8)

Rehabilitation

On January 7 and 8, a seminar for staff members connected with the Mental Health program in the Eastern region was held at the Facility. Mr. Dunne, the Director and other staff members of the Facility and staff from the Mental Retardation Training Institute, at Butner participated in the program. This seminar was held to discuss program planning with the idea of planning for the Caswell Facility as a regional center for evaluation and training for the retarded from the Eastern region. The regional concept became effective January 1 but the seminar was needed to implement this program. Future program planning will be initiated at the Facility so we can become a regional evaluation and training center for the retarded.

An on-going in-service training program has been worked out and is to be held each Friday at the Facility at Caswell and it started on January 23. This will include the Facility's staff, and the field counselors serving the mentally retarded in the Eastern region.

As there continues to be more and more pressure to return Caswell residents to the communities, the Facility has been asked to review and screen more of these residents to see if through the Facility's services this move can be expedited. A council is being set up with the staff of the Facility and Caswell Center's Social Service Department, Cottage Life Department and Training and Education Department.

An agreement has been worked out with the Lenoir Community College whereby they will furnish an instructor and automobile to teach the students driver education two afternoons per week for those who qualify. This is without cost to Vocational Rehabilitation and will start as soon as a part time driving instructor can be found.

Two new counselor positions have ben approved for the Facility effective March 1. These are field counselors and will be serving the Elizabeth City and Ahoskie areas respectively.

The staff continues to carry a heavy caseload plus attending meetings and giving talks to various groups and clubs. Trips have been made to Snow Hill, Fayetteville, Wrightsville Beach, Stantonsburg, Greenville, Trenton and Raleigh.

For the quarter, there were 44 students accepted by the Facility — five of these were from Caswell. As of March 31, the Facility had 34 trainees working in on-the-job training situation and earning a combined total of $4,420.00.

"Mr. Lonely and the Drifters" have been providing music for the Rehabilitation Facility's bimonthly dance.

Staff Development

(From page 5)

manities, behavioral sciences, growth and development and special problems encountered in caring for the mentally retarded.

Staff Development is essential. It was slow in coming to Caswell. It still does not meet the needs of all but there is hope for the future.

Motivation

The following article is written by Mrs. Iris Jackson, R.N., who is in charge of the Motivation Project at Caswell. This project is another facet of the In-Service Training Department. Through the Training program numerous motivators have been trained. Mrs. Jackson recently worked with some boys and men in Crippled Children I, and she has written this article about their responses. She particularly took this group to see for herself what could be done and whether it was helpful with the severely and profoundly retarded.

To share the real world with the Caswell residents who are both mentally and physically handicapped can be a rewarding experience. My group was composed of six boys who will always be in a crippled children unit. C. W., age three, is paralyzed on the left side with marked distortion of his lower extremities. He is a bed patient who responds to questions he can associate with previous learning. He was frequently preoccupied with thoughts of his home in Zebulon and still pictures his feeble mother as being there. Even though she died last year C. W. talks of her being in heaven but cannot accept the reality of death. LeRoy, age six, does not talk or walk, but responds in a non-verbal way. He smiles, nods his head, will feel of objects presented to him and in general loves the recognition given him. Walker, age five, has marked deformities of both hands and feet and greets me with his own form of communication which is "ooh — aah" type babbling. He smiles and is very much aware of being a part of the group and attempts to mimic sounds which are similar to words. Barney, age forty-six, is preoccupied with a bandage on the left thumb, which is a necessary part of his existence. He responds with his eyes and hands when he is spoken to directly but enters his own world again while I work with the rest of the group. Harvey, age fifteen, has brain damage, but physically he is able to move around in his crib. He does not talk but responds to colors and objects. His attention span is very short lived but he seems aware of being included in the group. Charley, age twenty-one, the only resident who did not respond in this group seemed unable to grasp anything that went on.

After completing a series of twelve sessions with these boys, one cannot but wonder what the by-product of these experiences may be. Did they further confuse the already damaged brain cells or did the experience make new pathways?

Highlights

(From page 4)

life than a quick "buck" and an easy chair. I hope I am not boring you with all this, but I just want to show how very thankful I am that there are people like you who take it upon yourself to help those less fortunate than others. I wish for you and your families the very best of life and continue to do the good job you are doing. I am in the Army and wish that I could visit more than I do but will always enjoy visiting at Caswell.

Visitors

Dr. J. M. Lester, from Eastern Carolina Sanatorium and Dr. Lynwood Williams from the staff of Lenoir Memorial Hospital, were on the campus recently in connection with a series of film programs on respiratory diseases.

Mrs. Mallie B. Perry, Assistant Professor in Psychiatric Nursing at East Carolina University and fifteen of her students were visitors.

In January Mr. Carey S. Fendley, Executive Director of the N. C. Association for Retarded Children attended the Caswell Center Institute planned by the Social Service Department presented to those attending the history and the work the Association is trying to accomplish.

In connection with this same Institute, Mrs. Sarah Allen, an area coordinator for the Commission on Mental Deficiency attended it twice, once in January and once in March. She discussed her efforts and ways of involving community agencies and organizations.

Mrs. Charlotte Moore, social worker of the Developmental Evaluation Clinic at Wilmington, Mrs. Edna Hadley, social worker with the Developmental Evaluation Clinic in Greenville and Mrs. Anne Davis of the Planned Services for children in Pitt County were speakers at the Social Service Institutes at the Center.

Mrs. Shelby Brannon, Instructor from Pitt Technical Institute, Greenville and thirteen surgical technician students toured the campus on March 19.

Dr. Garret Hume, Speech Pathologist at East Carolina University was a speaker for the training and education's in-service training meeting in January. He stated that he hoped a Speech and Hearing Department would soon be established at Caswell.

Dr. James Asberg, Deputy Commissioner and Dr. Robert Cohen, Deputy Commissioner for Mental Retardation and several other staff members from the Department of Mental Health have been visitors on the campus during the last quarter.

———o———

Personnel

Mr. James Trivette, the Director, and Mr. Spillman Grice attended a Rehabilitation Therapist meeting at Western Carolina Center in February.

On March 2, Mr. Guy Johnson, Director of Cottage Life, and Mrs. James Koonce, also from Cottage Life along with Mr. Trivette attended an appreciation dinner meeting at East Carolina University. This activity was sponsored by the two Physical Education classes under the direction of Dr. Ralph Steele of the Department of Physical Education and Recreation of the University.

In January Mr. Leroy Batts, Director of Training and Education, together with Mrs. Gertrude Waters and Mrs. Laura Hedgepeth, Social Workers, met with O'Berry Center staff and representatives from Camp Don Lee for the purpose of planning for the summer camping program.

Mr. Batts attended the annual conventions of the American Association of School Administrators in Atlantic City, New Jersey, in February.

The Special Education Directors of the Centers and Hospitals have been meeting at the Wright School in Durham, North Carolina on February 25 and 26 for the purpose of discussing new ESEA, Title I, guidelines evaluation processes and to confer with Thomas Ervin, representing the United States Bureau of Education for the Handicapped.

In January Mr. Arnold, the Principal of the Academic School, together with three teachers, Mrs. Thomas, Mrs. Dail and Mrs. Chadwick, attended a workshop conducted by Scientific Research Associates, Inc. in Raleigh. There were lectures and demonstrations concerning the new "Distor" reading methods. Mrs. Thomas has been using many of the same materials and methods.

Dr. C. C. Hale, dentist at Caswell, attended the Dental Seminar sponsored by the Southern Region of Institutional Dentist in Atlanta, Georgia during the week of March 16.

In February Dr. Frank Badrock, Superintendent, Dr. C. C. Hale, Dentist, Mrs. Jean Tabory, Psychologist, Mr. Leroy Batts, Director of Training and Education and Mr. Darrell Arnold, Principal of Academic School attended the John Umstead Lectures in Raleigh.

Training and Education

(From page 6)

box and so forth. The younger students are doing craft work.

It is hoped that the vocational car-wash can be put into operation around the first of April.

The Sheltered Workshop program still is operating effectively. From Dupont and the various bottling companies for the last quarter this summer 1,006.00 dollars was received.

Trainable School — Many new supplies have been received especially toys, film strips, records and the new mats for the non-ambulatory. Valentine's Day, George Washington, Abraham Lincoln and Easter were highlighted in these classes. Parties were featured for Valentine's Day and for Easter there was a party and fashion show for the girls to model the dresses they had made. Field trips were made to the Vernon Park Mall and to Wilson where the students boarded the train to ride to Rocky Mount. There are 197 enrolled in the Trainable School with 27 in the non-ambulatory classes.

Recreation — On January 17, about thirty residents were invited to attend a variety show at the Senior High School in Rocky Mount.

A group of Physical Education students from East Carolina University came to visit the research on February 12. These students worked with Cottage 4 and Pollock A, involving these residents in a variety of activities. Dr. Steele of the Department of Physical Education and Recreation, East Carolina University has been engaged to provide consulting services to the Recreation Department for the purpose of improving staff competence and program expansion. Dr. Steele is evaluating the various recreational programs.

According to Mr. Trivette, all details have been worked out for the 1970-71 movie year. The movies have been booked with a new company, Universal Education and Visual Arts. None of these movies has been seen at Caswell. It is hoped this new arrangement will arouse more interest in the movies.

22
:35/3

North Carolina State Library
Raleigh

N. C.
Doc.

The
CASWELL NEWS

THE CASWELL CENTER - KINSTON, NORTH CAROLINA

All Creatures of Our God

Lord, may I love all Thy creation,
the whole and every grain of sand
in it. May I love every leaf,
every ray of Thy light.

May I love the animals.
Thou hast given them the rudiments
of thought and joy untroubled.
Let me not trouble it, let me not
harass them, let me not deprive
them of their happiness, let me
not work against Thine intent.

For I acknowledge unto Thee
that all is like an ocean, all is
flowing and blending, and that
to withhold any measure of
love from anything in Thy
universe is to withhold that
same measure from Thee.

Feodor Dostoevski

July, 1970

Volume XXXV

Number 3

The Caswell News

Vol. XXXV - No. 3 KINSTON, N. CAR. - JULY, 1970 $1.00 Per Year

Published quarterly for the benefit of Caswell Center and for the information of the citizens of North Carolina.

Frank Badrock, M.D. .... Superintendent
Mr. S. H. Stroud .... Business Manager

Editor .... Jean I. C. Tabory
Associate Editor .... Pearl L. Adkins
Circulating Manager .... Sarah E. Claytor
Treasurer .... Mrs. Evelyn Wiggins

CHANGE

Change must come. Modern man tends to think that all change is desirable. Everything is getting bigger and better. De find it hard to appreciate the viewpoint of the hymn writer who exclaims, "Change and decay is all around I see."

Change has come to the Caswell News. It certainly is not desirable but we hope it won't lead to decay. Owing to pressure of work Miss Pearl L. Adkins, editor, has resigned from this position which she has held since April 1955 when she was appointed by Dr. Julian Lokey who was then Superintendent. She took over the editorship from Miss Elizabeth Brown who had held it for fourteen years.

Miss Adkins made changes. She cut out the syndicated material so that all the space could be given to news of Caswell and to material on the theme of mental retardation. She wanted the citizens of this State to know more about retardation, for knowledge brings understanding. Her aim was to make the Caswell News a history of Caswell Center. She believed that what happens at Caswell is worthy of being recorded because it is of interest now and may help workers in the future.

Throughout the fifteen years of her editorship Miss Adkins displayed that steadfast devotion to duty which she brings to every task she undertakes. Always the paper appeared on time. Now that she has resigned this issue is a month late. We can only hope that this is not the onset of change and decay. An enthusiastic social worker, Pearl Adkins, delights in describing social work as a helping profession and she transfers this attitude to her whole life and work. It's encouraging to be able to report that she has consented to become the Associate Editor. Her help is sorely needed and much appreciated.

Jean Tabory is now the editor. Plans are afoot to set up a committee with a representative from each department so that the paper will represent more than one person's viewpoint. We would be delighted to hear from readers. Letters or articles from parents and others will be eagerly considered for publication. We welcome suggestions on ways of making this publication more helpful to our readers.

The Caswell News has a long history - thirty-four years of history. The first issue had eight pages, three of which were devoted to news of activities at Caswell. The purpose of the paper was two-fold — to promote self-expression and interest among those on the campus and to furnish a method of circulating news of school activities. In its time The Caswell News has known many changes for change is inevitable. We must always strive to make all changes, even those that, like the present one, at first blush seem to be for the worse, work out for the best.

———o———

Facts And Figures

As of July 1, 1970 the total population at Caswell stands at 1885 (1010 - males and 875 - females) with an average daily population of 1809 (977 males and 832 females).

During the last quarter (April, May and June) there were 19 (11 males and 8 females admitted. Seventeen (9 males and 8 females) were first admissions while 2 (2 males) were transfers.

During this same quarter there were 23 (17 males - 6 females) discharged. Six (4 males - 2 females) were direct and 14 (10 males and 4 females) were discharged from placement. There were 3 deaths (males).

Nineteen (9 males - 10 females) applications were received - thirteen were for negroes and six white. There are 4 (all male) applications on the waiting list as of July 1.

The personnel office reports that there are 903 employees on the payroll. Three hundred forty-five of these employees work in the Cottage Life Department.

———o———

Visitors

Mrs. Mallie B. Penry Assistant Professor - Psychiatric Nursing from East Carolina University School of Nursing and 12 senior nursing students visited on May 14.

Fifteen nursing students and the Supervisor - Instructor from James Sprunt Technical Institute Practical Nursing School, Kenansville, N. C. toured the campus on July 9th.

A group from Youth ARC in Pitt County with Mr. Carrell, a social worker in Pitt County Socia Service Department, visited on June 11th.

Mrs. Patricia Hillow student of psychology in the University of North Carolina at Raleigh visitec in July to do research for her Master's Thesis.

A BOOK FOR THIS SEASON

Is Caswell about to join the operant conditioning bandwagon? Elsewhere it is reported that funds to implement a Behavior Management Technique Program have been approved by ESEA and that a pilot project using this technique will be set up to teach self-help and social skills to a group of severely retarded children. Presumably the exact method used will depend upon the project director.

To many people Behavior Modification is the same as Operant Conditioning of the type popularized by B. F. Skinner who made a great contribution to learning theory in Psychology.

All parents use behavior shaping in training their children without realizing what they are doing. There are some kinds of behavior they reward, some they punish, and some they ignore. The difference between a Behavior Shaping program and life is that in the latter the plan is not carried out consistently and systematically.

The Designer of the Behavior Shaping Program must decide which type of behavior he wants to change. He is the Observer and Controller of Behavior. As the giver of rewards he is the person upon whom the child focuses as controller of certain actions.

What he controls is overt action. When the child acts in a manner he judges to be desirable he rewards the act by some token the child considers to be desirable. It may be a word or a piece of candy or something else. This reward is known as positive reinforcement. The child tends to repeat this behavior to get more positive reinforcement. The child is not told what behavior to show. He makes the desired response and is re-inforced. After a while this behavior will be relatively stable and only intermittent reinforcement will be necessary.

There is also negative reinforcement. The idea here is to surpress certain kinds of behavior.

All too often parents and teachers maintain a child's bad behavior through attention. When he misbehaves they say, "Don't do that". When he goes about his lawful business they ignore him. They are positively re-inforcing the type of behavior they want to suppress.

In the July issue of American Journal of Mental Deficiency there is a review written by Robert L. Sprague of the book "Principles of Behavior Modification" by Albert Bandura. Sprague says it was a pleasure to review the book which is written in an erudite but not pedantic style and is superior to other books on modification written in the past year. It is much more comprehensive than the narrow meaning of the term "behavior modification" means to many and is not a book on applied operant condition. It is more a book in the area of applied psychology with a strong emphasis in behavorial analysis and a theme of social learning as the appropriate schema for understanding behavior.

Bandura observes that the great flaw in most behavior modification programs in institutions is lack of transfer of training. "By far the most important but most neglected aspect of behavioral change processes is the appropriate generalization of established patterns of behavior to new situations and their persistence after the original controlling conditions have been discontinued." Some institutionalized mentally retarded were toilet trained while special facilities were provided but did not remain so when in their wards.

Bandura ponts out that a de-socialization process occurs when a person enters an institution and that it is a complex matter to modify an individual's behavior in such a sociocultural setting.

Sprague says that this is not a how-to-do-it book of behavior modification. Bandura makes the point that clinical skill is needed to modify behavior in a real-lfe situation. Speaking of positive reinforcement he says, "It is often erroneously assumed that change programs based upon principles of reinforcement involve a simple mechanistic technology that can be applied almost reflexively by anyone who possesses sufficent perseverence."

The book is concerned with basic psychological principles involved in changing human behavior in both the laboratory and the appled institutions. As such it is of interest to responsible people concerned about eliciting major permanent changes in the mentally retarded with whom they are working.

———o———

CAR WASH PROGRAM

The vocational car wash program has been very successful this summer, thanks to the cooperative efforts of Caswell's employees and the Industrial Arts staff. Approximately 100 private vehicles have been washed since the program began last June 15, 1970. In addition to these, the state vehicles assigned to the Business Office are being kept clean.

The Industrial Arts Department is responsible for conducting this program. No Industrial Arts classes are being conducted this summer so that these students can be used as trainees at the car wash.

The car wash program provides an on-the-job experience for Caswell's pre-vocational students. The trainees develop a basic knowledge and skill in cleaning and washing a vehicle. This helps the trainee to develop a feeling of accomplishment and achievement. It is hoped that this program will help the student become self-supporting upon his return to the community.

The vocational car wash program is organized like a small business. Each person is charged $1.00 to have his vehicle washed. This money is placed in a special account and is used for student payroll. The students get paid according to how well they perform. The Industrial Arts staff serves a double function as both employer and instructor. This provides a very practical experience for the trainees.

Any person interested in having his car washed should contact the Industrial Arts Department. Each person should try to transport his vehicle to and from the car wash area so that the instructors may devote their time to supervising the trainees. It is hoped that the various supervisors will allow their staff this flexibility. The vocational car wash program will be operational for the summer months only.

James Stokes

WHAT'S NEW AT THE POOL?

"I knew the Business Office would question that requisition", chuckled Leroy Batts, Director of Training and Education. "They did too. They wondered why I wanted six life-jackets." Batts was able to convince them that the life jackets were not a waste of the taxpayers' money. They were needed for a new swimming program.

We are fortunate enough to have had a residents' swimming pool here for more than ten years but until this year the non-ambulatory have not had a chance to use it. There are many activities from which the crippled are excluded, but this year swimming is not one of them thanks to Joe Pipkin, recreation worker. Clad in blue trunks emblazoned with the title water safety instructor, Pipkin works happily at the pool all summer long.

This year he has two special groups. Every day he has a physical therapy group. He does not think that these residents will learn to swim but he knows they find physical and mental health in the water. "It strengthens their muscles; it relaxes them; they can express themselves; it gets them out of the hospital; gives them something to look forward to. I wish you could see them," says Pipkin enthusiastically. Among those having fun in the children's pool are Sarah aged sixteen and R.J. aged forty-three.

Alvin, Edward and Derrick take swimming lessons from Pipkin. He thinks they will learn to swim. Perhaps they will be able to swim before they can walk. Twice a week each gets individual instruction for a whole hour. A passer-by reported on how much she had been impressed by the friendly, cheerful way in which Pipkin worked with the crippled children. He is helped by P.A.C.E. workers and volunteers. One person could not do it alone.

Pipkin explained that the life jackets help the residents to have confidence when in the water. They have three adult life jackets and three for children so they can cater to all shapes and sizes. He thinks it is a more efficient method than holding the learner's chin. "Of course we don't begin with the life jackets. We hold the child's hand in the beginning. We want each one to feel secure in the water," he says. This swimming program has the blessing of the physical therapist who thinks it helps the non-ambulatory physically and at the same time builds up their morale. It's easy for children who cannot walk to become depressed.

There is another new swimming program this year. Epileptic residents are allowed to go into the pool which is reserved for them at certain hours each day. James Trivette, Recreation Director, is in charge of this. Three recreation workers go into the water with each small group and two workers watch from the sides. Here again P.A.C.E. workers make the activity possible.

What else is new at the pool? A parachute. Like many pools our pool is in two parts - one for swimming and the other for children to sport in shallow water. Over the little pool the parachute provides shade and a floating object for children to watch. Says Pipkin, "We asked to have a cover over the pool. We didn't get it. I found

(Please turn to page 7)

HIGHLIGHTS

On April 17th Mrs. Peggy Hoffman, a well known North Carolina author, came to Caswell to read some of the Hungarian Tales she collected for her book "The Money Hat" to pupils in the Academic School in Celebration of Library Week.

On April 29th Tony Scott's Country Caravan Wild West Show sponsored by LaGrange Jaycees put on a special show for residents.

Open House Day was May 6th. May is Mental Health Month.

The Caswell Boy Scout Troop 227 had a very successful Chicken Fry at the Picnic Area on Open House Day. This was a fund raising project.

It has become a tradition for the Pollock A boys to take an active part in the third Chapel Service on Mother's Day. This year they crowned their sixth mother of the year. Gerald crowned Mrs. Elizabeth Marshall, The Chapel Organist.

On May 24th Disabled War Veterans, Chapter 11, Wilmington donated a wheel chair. It is being used by volunteers who want to take the non-ambulatory residents they have sponsored on excursions.

The academic school students enjoyed a Field Day planned by the physical education teachers on May 27th.

Mrs. Loretta Lewis conducted a youth orientation program for young volunteers on Tuesday June 16th.

A special commissioning service for male cottage parents was conducted by Rev. Norman Polk on Father's Day, June 21st.

Eighteen PACE Inc. workers are working in such areas as Cottage Life, Physical Therapy, Volunteer Services, The Record Room and Marking Room this summer. Twenty-one neighborhood youth corps workers are in the Boys' and Girls' colonies.

Four SWEAT students are actively carrying on a summer program under the supervision of the Social Workers. The purpose of this program is to expose these young people to the field of Mental Retardation with the hope that they will eventually make a career of working in this area. The students are working with groups as well as working in a one to one relationship with the residents.

The two day Institute being conducted by Mrs. Margeryfay Cramer, Social Work Supervisor, was held each month during April, May and June. These Institutes were for community workers who were involved in mental retardation programs. All those participating were enthusiastic and felt the program as given was helpful.

The Social Service Department has placed 9 older residents in the community in family-care boarding and rest homes. The Department of Mental Health feels that many more can and shoud be placed under such programs.

The Cottage Life Department was assigned the task of filling out the census forms on 1888 residents. Fifteen hundred and eleven short forms were completed with the help of a nurse. Three hundred seventy-seven forms were completed with the help of the reimbursement officer, a nurse and the principal of the Academic School along with the cottage life staff.

A SUCCESS STORY

(This is the story, reprinted from "Reach", of a young man who has succeeded through hard work. But he had breaks too. Perhaps his luckiest break was meeting Mr. W. A. Dunne, Training Director at the Vocational Rehabilitation Center at Caswell. Bill Dunne was a true friend to Jimmy. He rejoiced in his success. He took a genuine interest in him. He drove him to Lenoir Community College for classces. Jimmy has made it. Without Mr. Dunne's personal help he could not have done it. Says Mr. Dunne, "I'm real proud of him." We are all proud of Mr. Dunne.)

Jimmy Jones grew up in Aurora, and attended public schools there until the ninth grade, when he dropped out. His father is totally disabled, and his mother, with assistance from the Department of Social Service, has 7 children to raise. Jimmy did not grow up in an environment that encouraged him to become a doctor, lawyer, or businessman. Where more fortunate children saw opportunity, Jimmy could see only frustration. Where the more fortunate felt they had some control over what they would do and be, Jimmy felt he could only do what he had to. He wasn't dumb or even a slow learner, but as happens to thousands of young people each year in the public schools, Jimmy never really learned the basic educational skills. He never felt confident about arithmetic, and reading was a labor rather than a skill. He was promoted from grade to grade, struggling with just the physical work required to read. Other students were learning - and some enjoying - what they read, but Jimmy was working too hard simply reading to learn or enjoy. His frustration was unendurable by the time he had reached the ninth grade, so Jimmy dropped out. He could see no future for him in the public schools.

Jimmy got a break, however. In 1965, the Federal government passed the Elementary and Secondary Education Act. Title One was intended for students like Jimmy. Through the guidance facility of the Beaufort County schools, he was referred to the Vocational Rehabilitation Facility in Kinston. He was interested in welding and metal lathe work, and the facility used this interest to build upon. Through many months of training, academic and social enrichment, underscored by guidance and counseling, Jimmy was readied to complete. He received individual attention directed at his poor reading ability, and within months, reading became a tool Jimmy could use to learn and discover. He was ready to begin a new life, with the confidence a person feels when he knows he has some control over his future.

An on-the-job training situation was arranged, and Jimmy was to train as a metal lathe worker and welder. During training, he became interested in obtaining his high school diploma and further specializing in metal lathe work. Advanced training was arranged at night through Lenoir County Community College.

Jimmy completed his on-the-job training, and was employed by a firm in Kinston on a part-time basis. His progress was recognized, and he was awarded a scholarship to Lenoir Community College as a full-time student. He graduated in February, with an "A" average, an associate degree in machinist technology, and his high school diploma. Prior to graduation, he was among those students at the college selected for WHO'S WHO In COMMUNITY COLLEGES. Selection was on the basis of academic standing, ability in leadership, and getting along with others.

Jimmy got another break. In March, he was employed by Lenoir Community College as a technical assistant and instructor, and began work at a salary of approximately $125 per week. Now, with three years of hard work and a little help from his "friends", Jimmy Jones has a new life. He is a tax payer and not a tax burden. And even more important, Jimmy is a creator, a doer, and a contributor. His success is a real inspiration to all who know him.

———o———

STAFF

On April 17 Mrs. Vickey Hill and Mr. Roy Dawson of the recreation department attended a seminar at University of N. C. on "Recreator-Trainor-Community Educator."

Miss Rae Hooks, Mrs. Vickey Hill, Mr. Roy Dawson, Mr. Joe Pipkin and Mr. Spillman Grice attended the Therapeutic Recreetion Workshop at Murdoch Center on April 30.

On June 25 the recreation staff enjoyed an In-Service Training Meeting with Dr. Ralph Steele, Physical Education Instructor at East Carolina University. Discussions were held from story telling to sports and active games.

Mr. Hall P. Beck, Jr., Student evaluator is working on his Master's Degree and is taking "Advanced Educational Psychology and Abnormal Psychology" at East Carolina University.

Dr. Donald Young, Alcoholic Rehabilitation Coordinator for the Lenoir Mental Health Clinic was the In-Service speaker for the Education and Training Department.

Mr. Hall P. Beck, Jr., Student evaluator is Arnold of the Education and Training Department attended a workshop on April 11. It was the formal opening of the Special Education Materials Information Services Eastern Branch.

Mrs. Charlotte Dail, Academic Primary Teacher, attended a two-day workshop conducted by the Education Department of East Carolina University and by the Science Research Associates, Inc. This workshop dealt with "Distar", a new reading, language, and arithmetic program especially designed for teaching the educationally disadvantaged and slow learning child.

Mr. Leroy Batts, Director of Training and Education, attended the 48th Annual International Convention of the Council for Exceptional Children held in Chicago in April. Mr. Batts also attended a two-day Regional Workshop in Durham in May. This was sponsored by the N. C. State Mental Health Department and was designed to orient persons participating in area care activities.

Norman Polk, chaplain, and Jean I. C. Tabory, psychologist, are part of a group which meets weekly in Cherry Hospital to receive instruction in pastoral counselling from Dr. Joe Kreplick psychiatrist.

ONE MAN'S WORK

"It represents a lifetime of work," said Thomas P. Broome, looking thoughtfully at an elegant wine cooler which had been presented to him by his colleagues. The inscription on it bore testimony to the fact that Broome had worked at Caswell from March 15th, 1923 till June 30th, 1970. This is the longest period of service ever given to the Center.

Forty-seven years. Indeed a lifetime of service. When he retired Broome was superintendent of buildings and grounds, but throughout the years he has done many jobs, all of them useful and important. He worked with the livestock; he drove the superintendent's car and the school bus; he worked in the store room; then he went to the maintenance department where he remained to become supervisor.

Asked if Caswell is a better place now than it was in the past he gave the tactful answer that it always was a good place. "We have more now but we had the same kind of things in the past. When I came they had a psychologist and an Academic School." They had a recreation program too. For seventeen years Broome operated the movie projector every Friday night. He also drove the bus to the beach for picnics and took part in monthly square dances in the Central Building. Those working in mental retardation had good ideas long ago. What they did not have was the money needed to carry them out.

Speight H. Stroud, business manager, stated, "I've worked with Tom Broome for thirty-two and a half years and they've all been enjoyable years. He's a nice fellow, a dependable man. He's never been a clock watcher. I don't know of anybody more devoted to his work than he was."

People depended on Broome. He was often on duty at midnight getting the lights to work after storms or seeing to it that a building had heating or doing anything that was urgently needed in the way of plumbing. As recently as Sunday 28th of June he was called to Caswell at 4:00 A.M. Said Stroud, "He never denied a call and when he got there he had the ability to fix it." Throughout the years Broome has kept abreast of the times by reading journals concerned with mechanics, electricity and plumbing. He has a remarkable memory and knows where all the sewage, water, steam and electrical lines are in the institution.

The business manager thinks that Mrs. Sadie Broome deserves a word of praise. "She always exhibited a fine attitude. She spent a lot of hours alone. She knew Tom was doing something for the children here."

The residents liked Broome. Some of them referred to him affectionately as "Old Tom Broome." He was firm with them but he was always willing to do little extra things like fixing ther radios, watches, and cigarette lighters. The employees liked him too. He took good care of the utilities in employee homes as well as maintaining the overhead and underground electrical system, the plumbing and sewage system; the heating system and servicing laundry, kitchen and hospital equipment, including the elevators and fire extinguishers. He had a serene smile for everybody. He did

(Please turn to page 7)

A GUILD IS BORN

For the first time in its fifty-six years of history Caswell has a Volunteer Service Guild. Mrs. Loretta Lewis Volunteer Services Director, happily presided over its birth on Thursday, May 21st. She was happy because she believes that now that the Guild has been organized more volunteers will come to work here. This will mean more individual attention for the residents. All who must live in large institutions feel a strong need for individual attention.

Mrs. Dot Watlington, reported that a committee had visited Dorothea Dix Hospital in Raleigh to study the organization of the Volunteer Service Guild there. They had learned much. Before the guild was organized in 1960 there had been few volunteers but now there were many. Everybody hoped that organization would lead to growth here at Caswell. Mrs. Lewis stressed that we have so many residents and so many different types of activity that there would be a place for anybody who volunteered. All talents are needed.

The following officers were elected: Mrs. Betty Suddreth, President; Mrs. Lucy VanBlon, Vice President, and Mrs. Isabel Johnson, Secretary. Chairmen for the committee are: Art, Mrs. Bess McLaughlin; Clothing, Mrs. Artie Broadwell; Historian, Mrs. Dot Watlington; Holiday, Mrs. Joyce Morehead; Hospitality, Mrs. John Winslow; News Bulletin, Mrs. Ruby Bartlett and Material Needs, Mrs. Peggy Skinner.

Some volunteers have been coming for years and for their steadfastness we are grateful. New volunteers are always needed. Since September a group of women from Neuse Forest Presbyterian Church, New Bern and another from Queen Street Methodist Church, Kinston have joined the team. There is no sex discrimination. One group of men come from St. Mary's Episcopal Church. We need more men.

The following ladies were given merit certificates for service: Mrs. Dot Watlington for 295 hours, Mrs. Isabel Johnson 275 hours, Mrs. Bertha Martin 235 hours, Mrs. Artie Broadwell 193 hours, Mrs. Betty Thompson and Mrs. Elaine Hannan 172 hours each, Mrs. Grace Harville 136 hours, Mrs. Ruby Bartlett 110 hours and Mrs. Joyce Morehead 108 hours.

A special program in the form of a fashion show was given by some of the youngest girls in the Academic School. Mrs. Alease Rouse elegantly seated between two potted palms, courtesy of Mrs. Jewel Rder, narrated and the girls displayed garments they had made. All were pretty. Jane's blue dress with white lace on the bodice illustrated the point made by Mrs. Rouse that to the trimmings provided by kind local people and the bolts of cloth provided by the E.S.E.A. was added the imaginative touches of the Home Economics teachers. The Academic Home Economic teachers are Mrs. Rouse, Mrs. Thelma Roberson and Mrs. Claudia Harris. The volunteers enjoyed the refreshments made by the girls in the Home Economics Department. The teachers of course helped the girls. Caswell just couldn't get along without the Home Economics Department.

We need the volunteers too. Again and again one hears a resident state with satisfaction, "I got

(Please turn to page 7)

NEEDS AT CASWELL 'AWESOME'

(Caswell was front page news in the Kinston Free Press on Wednesday July 8, 1970. Front page news is usually bad news and such was the case in this instance. Of course what was said is true but some workers thought the description made the Center sound like a very unpleasant place and not the charming campus many think it is in spite of lack of material resources. Perhaps the capital improvements requests will be granted. Then even more work will be done here to help retarded children and adults).

Senator Joe K. Byrd of Morganton, Chairman of the State Board of Mental Health, called needs at Caswell Center "awesome."

Dr. Frank Badrock, Superintendent, used terms such as "grossly neglected," "incredibly small department," "disgraceful in every way," to describe various aspects of the center's needs.

Tuesday officials at the center presented capital improvements requests for the biennium 1971 - '73 to members of the Advisory Budget Commission touring state facilities.

"It is my opinion that of centers for the retarded in North Carolina you will find none with greater need than Caswell Center," Sen. Byrd said in opening remarks.

"It had the largest number, it serves the oldest group, it has the oldest buildings. Its needs are awesome," he said.

Center officials are asking expenditure of $5,200,000 on fourteen projects which include a new medical and administration building ($1,563,000), renovation of colony buildings which house 800 severely retarded children ($190,000), two dormitories for non-ambulatory patients who must remain in wheel chairs - ($825,000 each), a physical education building so that residents won't have to remain largely immobile ($435,000), a milking barn ($60,000), and increased boiler capacity which would include replacement of coal fired boilers with oil or gas ones ($650,000.)

Former Senator Tom White of Kinston, Chairman of the Advisory Budget Commission, remarked at the conclusion of the presentation, "As I see the situation, you have buildings that have outlived their usefulness. You want them replaced. Methods of care for these people have changed and you need to bring it up to date."

Caswell officials agreed.

Members of the advisory Budget Commission were shown color slides of conditions at Caswell.

The slides included shots of wheel chair patients in overcrowded wards; a make-shift physical therapy department, a tiny dental department; rusted out doors, door jambs and cabinets in the colony buildings and the central warehouse; floors, walls, ceilings which are deteriorated, broken, sloping, make-shift maintenance areas; open drainage ditches; old crumbling buildings and facilities which need to be removed.

Of the physical therapy department, Dr. Badrock noted that "we never did get a physical therapist position. But we changed one nurses position and have set up a physical therapy department. As you can see it is an incredibly small department, disgraceful in every way except that we are doing something."

The slide showed photos of girls in white uniforms working with severely handicappel youngsters who were laughing as they exercised.

Dr. Bradrock said that wheel chair patients at Caswell have been "grossly neglected" in the past due to a lack of facilities.

Two new dormitories for non-ambulatory patients, one for men and one for women, would do much to rectify overcrowding. It is proposed that the new dorms be linked with a therapeutic recreational building which would allow residents to move about outside their building in their wheel chairs.

"These people who cannot walk have been grossly neglected," he said, noting that emphasis has been on improving other areas of need while the non-ambulatory residents received minimum attention in the way of improved facilities and personnel.

Other items in the capital improvement request include replacement of refrigeration equipment and renovation of cold storage areas in the central warehouse ($40,000), raze eight old frame buildings, some built in 1916 ($4,000), landscaping in case the new non-ambulatory dormitories are built ($40,000), therapeutic physical education building ($435,000), maintenance building ($220,000), water system improvements including dismantling old, unused water tanks, well houses, reservoirs, etc. The last deep well went dry several months ago and Caswell now receives city water ($10,000). Enclosure for the swimming pools which are used for therapeutic purposes ($308,000), and construction of a farm equipment storage building, are needed. Much expensive farm equipment now stands in the weather ($30,000).

ONE MAN'S WORK *(From page 6)*

little extra things for employees too, things like keeping a brotherly eye on the ladies in the staff dormitory when he lived on Pecan Lane and teaching a foreigner to drive.

Caswell was his home from 1923 till he moved into town in 1968. Stroud hopes he will continue to feel that it is his home and not forget to visit it. We'll all be happy to see him.

Broome is modest. When his department was praised he said that he worked with a fine bunch of men. He is not one to mouth pious platitudes and would never state that he was his brother's keeper but throughout his long years at Caswell he acted as just that. There is no greater task to which anybody can devote a lifetime.

A GUILD IS BORN *(From page 6)*

this in Mrs. Lewis's shop." One thinks of Kipling's lines, "And no one will work for money, and no one will work for fame, but each for the joy in working" when one sees the volunteers on campus because they seem to enjoy coming as much as the residents enjoy having them here.

What's New At The Pool? *(From page 4)*

this parachute among the donations so we used it." Imaginative workers assisted by gifts from well-wishers can work wonders when funds are denied. We hope that some day money will be voted to be used to enclose the pool to enable it to be used for therapeutic purposes throughout the whole year.

EDUCATION AND TRAINING

Mr. Batts, the Director of Training and Education, announced that a cooperative agreement has been made with the city schools to provide Drivers Training and Safety Education for a select number of students.

Funds totalling $1,600.00 from ESEA have been received for the purpose of up-grading the Student Library Program in the areas of library books, periodicals and audio-visual materials. Funds to implement a "Behavior Management Technique Training Program" were also approved by ESEA. These funds will be used to design and develop a pilot project activity utilizing Behavioral Management Technique Training in Teaching self-help and social skills involving 39 or 40 institutionalized, severely retarded children.

A number of Training and Education staff are enrolled in summer courses at the Lenoir County Community College and East Carolina University.

Some of the students' art work was placed in the annual Kinston-Lenoir County Art Show in April. Students from the Academic and Trainable School were taken to see the Show. They were also treated to a ride around Kinston to see the beautiful azalea and dogwood blossoms.

Miss McKnight, music teacher, took all of her chorus to see the movie, "Oliver'.' The songs they heard in the movie were later taught to the chorus and then sung for the program at Open House.

Mr. Batts announced that Miss Sylvia Pittman joined the Training and Education Staff in June.

Only three major trips have been planned for the academic students for the summer as it was the feeling that the students were being "field tripped" to death.

The Trainable School Chorus and Rhythm Band gave a performance at a luncheon at Westminster Church.

The educational television program Sesame Street is being watched by some of the Trainable students.

Three trips to Trainable students were taken to Fort Macon and one trip was taken to tour U.S.S. North Carolina Battleship. The non-ambulatory classes went on a trip to the Caswell Park. Their lunch was purchased at the Kentucky Fried Chicken Restaurant.

The students in the Home Economics department made thirty-five pairs of navy bell bottom slacks and thirty-five white shirts for the boys in the chorus who sang in the Open House Program. Some outfits were also made for the girls. All of this clothing was given to the residents to wear.

Sid Eagle Associates, a dress factory located in Kinston, donated a large quantity of dress fabric and the material is being put to good use.

The vocational car wash program began in April on a part-time basis.

The Industrial arts converted three surplus trailers into three passenger train cars each of which will accommodate approximately fifteen residents. The train which is most attractively painted has been making daily excursions about the campus.

Other projects undertaken include note holders, bottle cap holders, bookends, animal cutouts, stools and a boot paddle. Two rabbit pens for the academic school, picture frames, a ping-pong table, office signs and a cabinet have been made.

The new Sheltered Workshop facility is well on its way to completion and it is hoped it will be completed by August.

The Stunt and Tumbling Team in the Recreational Department was the guest of the LaGrange Elementary School.

The Recreational Department sponsored a Life Guard Course which was taught by Mr. Joe Pipkin. The Life Guards are kept busy during the summer months supervising the swimming programs.

———o———

Employee Relations Committee

Caswell Center now has an Employee Relations Committee which first met on May 6, 1970, and meets regularly under the chairmanship of Mrs. Doris Petteway. Mrs. Linda Phipps is secretary. Departments are allowed representation on this committee in proportion to their size. Elected for a two-year term were Ivey Stroud and Nelson Rouse, Cottage Life; Woodrow Ham Farm; George Gardner, Food Service; Margaret Hardister, Medical; and Doris Petteway, Training and Education. Dr. Frank Badrock, superintendent, appointed David Bryant from Cottage Life to the committee, and Speight Stroud business manager, appointed Nathaniel Rouse from Food Service. Ray Respess, personnel officer, attends the meetings in an advisory capacity. Dr. Badrock and Mr. Stroud attended the first meeting to instruct members on their functions.

———o———

Fun For Cottage 1

On Friday, July 10, the Cottage 1 boys, the two work girls, and four cottage parents were invited to the summer home of J. T. Sutton at Topsail Beach. The boys left about 8:30 a.m. on the recreation bus, arriving at the beach in time for lunch at eleven. They were served ham, fried chicken, potatoes, peas, applesauce, and ice cream and cake by the Suttons. The boys then went for a stroll along the beach and were completely overjoyed with the sand, water, and sunbathers. After this short excursion, they were served lemonade and cookies and then allowed to play on the cottage porch.

Next the children were allowed to wade in the ocean, but most ended up totally wet but completely happy! Mr. Johnson arrived about 1:30 p.m. and played with the boys in the water. After all had played in the water, they were bathed and dressed for supper. Mr. and Mrs. Sutton served the boys hot dogs (cooked by Mr. Johnson), pork and beans and ice cream sandwiches. It must be noted that at lunch and supper a blessing was said in unison as all held hands in a circle.

Nearing time for departure Leroy Sutton gave each boy a box of cracker jacks to bid him on his way. As the bus pulled away from the cottage each child waved good-bye, but the day's many experiences will not soon be forgotten. Just ask anyone in Cottage 1 - they will be glad to tell you about the trip to Leroy's Cottage!

Diana Dunne

22
35/4

North Carolina State Library
Raleigh

N. C.
Doc.

The
CASWELL NEWS

THE CASWELL CENTER - KINSTON, NORTH CAROLINA

Give Us, Lord, A Bit O' Sun

Give us, Lord, a bit o' sun,
A bit o' work and a bit o' fun;
Give us in all the struggle and sputter
Our daily bread and a bit o' butter;
Give us health, our keep to make,
An' a bit to spare for others' sake;
Give us, too, a bit of song
And a tale, and a book to help us along.
Give us, Lord, a chance to be
Our goodly best, brave, wise and free,
Our goodly best for ourself, and others,
Till all men learn to live as brothers.

An Old English Prayer

October, 1970

Volume XXXV Number 4

The Caswell News

Vol. XXXV - No. 4 KINSTON, N. CAR - OCTOBER, 1970 $1.00 Per Year

Published quarterly for the benefit of Caswell Center and for the information of the citizens of North Carolina.

Frank Badrock, M.D. ....Superintendent
Mr. S. H. Stroud ....Business Manager

Editor ....Jean I. C. Tabory
Associate Editor ....Pearl L. Adkins
Circulating Manager ....Sarah E. Claytor
Treasurer ....Mrs. Evelyn Wiggins

Summer Remembered

Summer is over. It is true that the leaves are still on the trees, shadows sleep on the grass, golden sunshine pours down and birds sing. The proof that summer is no longer with us is that already the residents are harvesting pecans. Only squirrels can find as much pleasure in nut gathering as do our residents.

Summer is different from the other seasons. In a sense it is quieter for many residents go home on vacation. In a sense it is busier for summer workers join us. About half of our staff delighted in the mini-skirted brigade that brightened the campus during vacation time. We had PACE workers, SWEAT workers, Neighborhood Youth Corps workers and Teen-Age Volunteers. Of course some were young men but the male of the species is even today less colorful than the female. Their presence here made life richer for the residents and we hope some will go on to careers in mental retardation.

Another most welcome group of workers descended on us and are still with us. They are the men who are busy installing air-conditioning in the Colonies. This will make life much more pleasant for approximately 715 residents, most of whom are severely or profoundly retarded, and approximately 130 cottage parents who could often very aptly have been described as SWEAT workers in summer.

It is a status thing to go home in summer. Those left behind feel rejected. Many depart joyfully and return just as joyfully to be with their friends. But some remain at home. The situation which gave rise to the psycho-social problem leading to admission may have changed. Some settle down in a satisfactory fashion at home. Some find jobs. They find a place for themselves in their communities and no longer need to be institutionalized. This is growth—a fine summer activity.

And now summer is over and in the mellow sunlight and crisp air of autumn days we are facing the challenges of new programs.

New Psychologist

"Oh Brave New World that has such people in it!" was probably just Shakespeare's way of expressing the fact that people are the most important factor in any environment. This being so we are glad that a very gracious, experienced and competent person has joined the Caswell staff as psychologist in the Diagnostic and Evaluation Clinic.

Mrs. Benjamin H. Bardin came to us on September 14th from Wilson-Greene Mental Health Center where she was staff psychologist for two years. Before that she was psychologist for the Wilson City Schools and Wilson County Schools, E.S.E.A., for two years. She is a graduate of East Carolina University in Clinical Psychology.

Psychology is not Mrs. Bardin's only profession. She is a registered occupational therapist who has worked in an army hospital, a veterans' hospital and cerebral palsy centers in Huntington, West Virginia and Newport News, Virginia. Her training was obtained at Boston School of Occupational Therapy. It was while working in the army hospial that Mrs. Bardin met her husband, a native of Wilson, who is now an Associate Professor in the Department of Business in Atlantic Christian College. The Bardins have two sons and a daughter .

Mrs. Bardin has been a teacher too, but not in public schools. Her undergraduate work was done at Ohio University in Athens, Ohio where she obtained a Bachelor of Fine Arts Degree. When the Huntington Art Gallery was established the first activity the director organized was art classes for physically and mentally handicapped children. These were held before the official opening. Mrs. Bardin taught painting and another teacher taught ceramics to visually handicapped children. In Wilson where Mrs. Bardin has lived for the past twelve years she had private art classes for children in her home. She very much enjoyed teaching painting to young children. Then the director of the art department in Atlantic Christian College asked her to teach an Art Survey Course there. In three years she taught about five hundred students.

What brought her to Caswell? Well for one thing her work as an occupational therapist awakened in her an interest in brain-damaged children and she welcomed the opportunity to work with Dr. Halford Whitaker, a pediatric neurologist who is in charge of the Diagnostic and Evaluation

(Please turn to page 8)

Hostel for Epileptic Lads

(This article is reprinted from the August edition of Life + Work, the magazine of the Church of Scotland because we thought it might interest our readers to hear about another attempt to set the handicapped upon the road to self-help. In America and in Europe, in State and in Church the ideal is that the handicapped should have the chance to become contribuitng members of society.)

The Hostel for Epileptic Lads, which came into being seven years ago under the auspices of the Church of Scotland, is situated on the West side of Glasgow. This is rather an awesome title for a very pleasant residence which has given many a boy the feeling of secure home—albeit temporary.

Over the past couple of years I have been a regular visitor to this hostel which, until recently, was the only one of its kind in Britain.

To many the word 'epilepsy' has a frightening sound. It conjures up pictures of a section of the community totally unfit to think or act rationally. The average person, having no conception of how to handle those suffering from epilepsy, tends to pass by on the other side.

This rejection by society is keely felt and they retreat into a world of their own. This could result in anti-social emotions and attitudes. This hostel proved to be such a success that a similar one for girls was opened in Edinburgh in July 1969.

In the Glasgow Hostel young men live and prepare for the day when they will be able to go ou and work normally, accepted like any other member of society.

This adjustment cannot be made overnight. Stay at the hostel can be quite prolonged. Some of these young men are already in paid employment, but for the others it is here that they may be given the first chance of proving themselves.

The ready help of the Ministry of Labour, through their rehabilitation scheme at Hillington Industrial Estate, has given much assistance to these boys. Tests are conducted to find out their natural ability to perform physical, mental and Mechanical functions, and an assessment is made of what they can do best.

Every effort is then made to place the boys in special factories and workshops in the vicinity; some are employed in Seaborn Industries, the sheltered workshop operated by the Scottish Epilepsy Association.

As they are not allowed to operate machinery, climb to a height, drive a vehicle, or work near great heat, there must be a limit to the number of factories suitable for employing these young men.

Sometimes the adjustment to working life may not be easy. Any term of employment may therefore come to an abrupt end. But the lads live to try again.

Just as parents suffer disappointment over their family's misfortunes and rejoice at their every success, so each boy, past and present, has found the same concern in the Warden and the Matron and their staff.

To have to keep on cheering up flagging spirits demands a dedicated enthusiasm. Because of the unpredictable lives of the occupants, and of the extremes of happiness and heartbreak which are met daily, the staff require immense reserves of physical and mental strength and ample supply of compassion and solicitude.

Yet again, this is but one more example of Christian endeavor to help those who are handicapped and under-privileged.

Frances M. MacArthur

———o———

Vocational Rehabilitation News

An accelerated program has been launched at Vocational Rehabilitation Facility located at Caswell Center.

The program designed to screen for VR services all potential referrals from the Center and neighboring eastern counties incorporates a thirty-day evaluation which hopefully gives a more accurate picture of the referral and his rehabilitation potential.

Established through the efforts of Mr. Larry Phipps, facility counselor, and Mrs. Barbara Long, former facility home economics supervisor, the program has been given extensive assistance and guidance through the offices of the university of North Carolina at Chapel Hill.

The evaluation utilized defines more readily the referral's abilities and offers insight into his employment potential whether it be simple work activities, intensive training or readiness for competitive work.

Once fully implemented the program should allow the Facility to accommodate a larger number of students and give each a fair opportunity to benefit from rehabilitation services.

At present there are 107 students undergoing evaluation and training at this Facility.

Warren B. McDevett

———o———

Facts and Figures

As of October 1, 1970 the total population at Caswell Center stands at 1864 (992—Males and 862—females) with an average daily population of 1760 (945 —males and 815—females).

During the last quarter (July, August and September) there were 17 (12 males and 5 females admitted). Sixteen (11 males and 5 females) were first admissions while 1 (1 male) was a transfer.

During this same quarter there war 41 (25 males and 16 females) discharged. Eight (5 males and 3 females) 1 were direct, twenty-four (16 males and 8 females) were discharged from placement and nine (5 males and 4 females) were transfers. There were seven deaths (4 males and 3 females).

Twenty-four (17 males and 7 females) applications were received—9 were for negroes and 15 white. There are 6 applications on the waiting list as of October 1.

Departmental Evaluation

The Training and Education Department is undertaking an evaluation of its programs. The Trainable School, Academic School, Liaison Social Workers Program, Sheltered Workshop, and Recreation will be studied to determine their strong areas and possible means of improvement.

Investigations will also be conducted to find the needs of the students now served by the department. It is hoped that this research will furnish information leading to the refinement of existing programs and the establishment of new ones. The departmental evaluation will attempt to identify the direction in which the role of the institution is changing. The philosophy of Training and Education will not be one of waiting, but of anticipating current trends and reacting accordingly.

The departmental evaluation will attempt to provide an impression of the people, ideas, and facilities that formed the 1969-70 Training and Education Department at Caswell Center. The evaluator feels that in order to fully portray the inner workings of the department the viewpoints of all concerned must be considered. For this reason students, teachers, and administrators were questioned to find how they see themselves as members of their programs and how they relate to one another. Verbal descriptions and objective measures such as achievement tests, graphs, and questionnaires will be utilized in determining how well the various programs have met their goals.

For convenience the evaluation has been divided into sections concerning students, staff, programs, and discharge. The students of the 1969-70 school year will be compared with students of previous years in regard to total enrollment, age range, percentage of males and females, and intelligence. From these comparisons and talking with teachers some predictions as to the student population of future years will be put forth. The students have also been surveyed to determine their attitudes about Caswell Center in general and their Training and Education programs in particular.

Teachers have been questioned about their roles as faculty members and their relationships with school administrators. The teachers have related what they feel are the strengths of their programs and made recommendations for better reaching students' needs.

Various programs have been evaluated in terms of academic accomplishment, student opinions, social maturity, and success at preparing students for life outside the institution. In this paper an emphasis has been aimed at seeing Training and Education through the student's eyes. It is felt that too often educators have set the goals of their program and evaluated them by their own criteria. To know how well an educator has met a student's needs it is crucial to know how well the student feels his needs have been met. This evaluation is approached from both the prospectives of the educator and student in attempts to demonstrate how these come together in the educative process at Caswell Center.

H. P. M., Student Evaluator

Off Campus Voice

Impressions of Caswell

When I first came out to Caswell, I was frightened. I had never had any contact with the mentally retarded and looked upon them as strange and belonging to another world. But after two weeks my whole outlook had changed. In fact my first impression of Caswell, that being an institution for "feeble-minded" kids, changed to another, that being a home where people I love live.

Upon arriving at Caswell, I was placed in the Volunteer Service Department under the leadership of Mrs. Loretta Lewis, who was head of the department, and Mrs. Margaret Sullivan, her secretary. Mrs. Lewis took me along with about ten volunteers on a tour of Caswell. My first impression, especially after a tour of the Crippled Children's Hospitals, was "I'll stay and work in the department sorting out clothes and cleaning up." I felt pity for the residents and thought that it would interfer with my working with them. Mrs. Lewis, bless her heart, though prodded me on, and in a week had me going out with the volunteers, working in the Crippled Childrens Hospitals, cottages, and even the pool. The result was that after two or three times, my pity disappeared. In place of it grew a feeling of being needed. By the end of the summer, I needed them as much as they need me.

It's hard to explain. Some people who have never been to Caswell or some similar "home" probably cannot understand how someone can love a twisted form who seems to have no IQ at all, but after one is around them a few times, learns their habits, and sees a slow but sure progress, he can't help but love them. He comes to even regard them as his children. Teaching the residents to tie their shoe laces, to name colors, or to write their name, gives one the feeling of being needed, and the rewards are beyond naming.

This summer, I discovered exactly what the mentally retarded are — people, human beings that need love and friends. I also learned that the outside world could learn several lessons from these less fortunate members of society. For example, I was leaving McNairy, a hospital for crippled children on Campus, one day, and as usual one of the little boys was crying because we were leaving Another one of the residents, who is a darling three-foot high negro boy, went over, put his arms around the little white boy, and comforted him. These kids look after each other, whether black or white, red or yellow. They understand love far better than the outside world does.

My summer has been great. No, I didn't have beach parties every week. No, no wild trips to Raleigh. I learned to love. I learned to share. My first impressions of pity and disgust were miraculously changed to love and understanding. In fact, I've considered changing my major in college to special education. Seeing that I'm a junior and well-oriented into my major of Political Science that's a big step. For it may mean I'll have to stay in school an extra quarter or two. But from what I've seen this past summer I'm sure it would be worth it. See you next summer.

Jennifer Taylor, Pace Worker

Highlights

Dr. Eugene A. Hargrove, Commissioner of Mental Health, accompanied by Mr. Ben Aiken, General Business Manager of Department of Mental Health, Mr. Hal Benson, Assistant to the Commissioner of Mental Health, Dr. Harvey Smith, Professor of Sociology at Chapel Hill, and Doctors James Osberg, Robert Cohen, Ann Wolfe, Harold Holland, William Thomas, Jean Thrasher, Mesdames Ann Gottchalk and Quinn Murray, Miss Helen Tighe, and Messrs. George Adams and Ben Runkle, senior officials in the Department of Mental Health, visited Caswell Center on September 25th to familiarize themselves with ongoing programs and to offer their help for further development.

* * *

Two enrollees under the New Careers Program, a Federal Program to help economically deprived people over the age of twenty-one to acquire work skills, were accepted in September for a maximum of nine months on-the-job training as cottage parents. The new career project will pay the enrollees' salaries during training. If an enrollee is found to be unsuitable during the training period the training may be terminated.

* * *

The Work Activities Training Program has been located in a new building paid for with E.S.E.A. Title I funds since September 21st. Forty-one residents below the mildly retarded level and under the age of 21 are enrolled. Mrs. Vivian Thompson joined the staff as a workshop instructor on September 1st and is in charge of the girls. Mr. John Aldridge continues to work with the boys.

* * *

Mrs. Julia Kennedy joined the staff as Executive Housekeeper on September 1st. This new position was created for purposes of co-ordinating the work of the Clothing Stores and Sewing Room and the Cleaning of Hospitals and offices. Mrs. Kennedy also advises the Cottage Life Department. She is a home economics teacher who formerly worked here for a year as Assistant Dietitian. George Rouse, Assistant Business Manager, stated that we have been fortunate in obtaining so well qualified a person to fill the new position. Mrs. Kennedy reported that she has had excellent cooperation from all the supervisors in her department.

* * *

Mrs. Vickie Howell who has successfully held a wide variety of jobs such as teacher in both academic and trainable school, librarian, occupational therapist and sheltered workshop instructor here for seventeen years became Director of Volunteer Services September 1st. Mrs. Lewis, former director, resigned for personal reasons.

* * *

On Friday, July 24th, the N.C. State Employees Association Area 14 annual dinner meeting was held in the recreation building at Caswell. Emmett Burden, executive director was the speaker.

Effective October 1, 1970 the charge at Caswell Center as established by the North Carolina Department of Mental Health and approved by the official Board is $12.00 per day. The rate charged is the same for all patients: however patients who are unable to pay the full amount may pay less by arrangements made with the institution. The amount paid will be strictly within the ability of those responsible for payment, and without undue hardship.

* * *

The Canning House is no more. The building still stands but will now be used for other purposes.

* * *

Staff

Mrs. Cramer and Miss Gibbs attended the Annual Meeting and Family Therapy Seminar of the Association of Mental Health Clinics of North Carolina in Raleigh on September 9, 10, and 11.

Mesdames Virginia Perry and Iris Jackson attended a Workshop on In-Service Training sponsored by the North Carolina State Nurses Association at the University of North Carolina at Greensboro on September 16.

Leroy Batts attended a Special Education Program Director's Meeting at the School for the Deaf in Morganton on 29 and 30 September to discuss E.S.E.A. Title I future program.

Doctors Frank Badrock and Halford Whitaker, Mesdames Elsie McCoy and Jean Tabory, Miss Pearl Adkins, and Messrs. William Dunne, Hall Beck, and Melvin Kurzer visited the Richard Fountain School for Boys on August 5th.

Mesdames Laura Hedgepeth, Jean Tabory and Gertrude Waters, Misses Pearl Adkins and Hilda Gibbs, and Mr. Melvin Kurzer attended the Governor's Conference on Finding Families for Handicapped Childen on September 15th.

Dr. Frank Badrock was a speaker at, and Mesdames Vickie Howell and Jean Tabory attended the 18th Annual Convention of the North Carolina Association for Retarded Children on September 19th in Greensboro.

* * *

Bouquets

To the teachers in the Home Economics department of the school who worked hard and cheerfully to equip campers with appropriate garments.

To the twenty-nine Youth Volunteers who, to quote Mrs. Loretta Lewis, "added many smiles and hours of pleasure to the lives of our residents while working in the Volunteer Services Department this summer."

To the gracious hosts and hostesses at the Floating Shower in the Academic School on August 7th. These were the students in the Living and Home Development Classes taught by Mesdames Chadwick, Thomas, and Dail in the Academic School during the summer.

To Mitchell who having been trained in the Rehabilitation Facility as an nurse's aide and discovering that no such job was available in Snow

(Please turn to page 8)

Camping

We're puttin in an order for stars — the kind worn in crowns. We're ordering them for Mesdames Nannie Davis, Diana Dunne, Clara Humphry, Ola Kohler, Lillie B. Lee, Alice Littleton, Bernice Brown, Rachel Harrison, Delphine Loftin, Emma Griffin, Helen McDaniel, Elise Jones, Miss Dephine Parks, Luby Dail, Ernie Jackson, Will Winstead, James Radford and George Littleton. A social worker who visited camp said that that was what all the cottage parents who went deserved for they were on duty twenty-four hours a day. They coped with troubles from bedwetters to mosquitoes and then cheerfully agreed it had been fun.

The hundred and fifty-four residents who have been to camp agreed with them. Even R. C. who had never before left Caswell and who cried for two days because he was homesick at Camp Mitchell confessed at the end that he had enjoyed himself. Like the others he didn't want to come back on August 14th after a week that was different.

One hundred and sixteen residents went to Camp Mitchell, a 4-H Camp. They came back bringing cutting boards they had made and seeds they had planted and memories to last till next year. Said a social worker, "It opens a new world for the children. They are relaxed and carefree. The atmosphere is happy. There is a wonderful sense of comradeship. They are proud of having been chosen to go." Some of the older residents were proud to be asked to look after the younger ones. That gave them a sense of responsibility. All enjoyed eating family style from bowls that were often replenished.

One boy stole a purse. His fellow campers were shocked. He tried to make his way back into the group. When a S.W.E.A.T. worker was dabbing limbs that insects had attacked he piped up, "The mosquitoes are biting me too". "Aw .... They ought to bite you," remarked John. The S.W.E.A.T. worker tried not to laugh.

Twenty-six students went as usual to Camp Don-Lee, a methodist camp, where all went well. Most of the students selected to go to camp seldon go home or come from very deprived homes.

Thanks to the hospitality of the Robersons, our older residents were well represented on the camp list this year for the first time. Miss Phyllis Roberson, sister of a resident, invited twelve women to join her at the family beach cottage for five day.s At the suggestion of the social service department she selected women, not children. All had passed the great divide of thirty and some were senior citizens. Only one cottage parent went with them and she reported that the ladies behaved so well that Miss Roberson could have looked after them without her help. They fished, swam, and visited a soft drink plant. What they enjoyed most was eating different food such as bluberry pancakes and visiting a TV station where they appeared on closed circuit TV.

Said Grace a few days before camp, "I'm going

(Please turn to page 7)

From Current Literature

In "Mental Retardation", August 1970, there is an article by Isaac Wolfson, M.D. entitled "Adjustment of Institutionalized Mildly Retarded Patients Twenty Years After Return to the Community." This is a report on a study made in 1964 of 66 male and 97 female mildly retarded who twenty years before had left Newark State School in New York State and after two years of supervision had been discharged in 1946.

The study indicated a wide range of adjustment from high to satisfactory level in 57.5% of the males in the group and 70% of the females to various degrees of maladjustment in the rest. As at that time the only community facility for the mildly retarded was special classes in some schools, the successful adjustment was made possible by their personal resources.

An example of success is a 41-year-old man with an IQ of 51 who has been employed as a tractor operator by the same company since 1943 and is considered to be an excellent, capable and loyal employee. After discharge he contributed to the support of his family. He married in 1952 and when studied was buying a home.

Another is a 46-year-old woman with an IQ of 63 who after diligent study became an L.P.N. When widowed she returned to nursing. She cares for her own daughter and has adopted hr sister's illegitimate daughter.

The variable levels of adjustment reported differ very little from the various levels of adjustment made by any comparable group of non-retarded people.

The variable levels of adjustment reported differ very little from the various levels of adjustment made by any comparable group of non-retarded people.

Dr. Wolfson who has had wide experience in working in institutions for the retarded believes that basically the personalities of the mildly retarded differ very little from the so-called normal people. He believes that instead of talking of a collective group of mildly retarded we should begin to consider them as individuals with varied personalities and capacities for self-determination. He thinks it is time for us to give them the dignity of human status particularly in institutions. It is not enough to pay lip service to this ideal. He states, "The mentally retarded are people in their own right, in spite of their limited capacity for academic achievement. They have needs, wishes, and hopes which should be recognized and respected. The emphasis from supervision, which some feel the mildly retarded require all their lives, should be changed to guidance and assistance when indicated to help these people to find themselves and lead their own lives."

* * *

In "Children", September-October 1970 appears an article "Combatting Retardation in Infants with Down's Syndrone" by Robert Kugel, M.D. dean of the University of Nebraska College of Medicine. It describes a study of the development of seven very young children diagnosed as having Down's Syndrome (mongolism). The experiment asted for 18 months and was conducted during 1967 and 1968 by the University of Nebraska Mental Retardation Clinical Research Center.

In January 1967 six mongoloid children ranging in age from 4 to 17 months were admitted to the Clinical Research ward. The seventh child came to the ward later. All showed retarded social and physical development. Although four of the children were at least 12 months old, only one could sit alone or crawl. Four of the children had little or no head control; five had habitually open mouths and protruding tongues; and three turned their palms out awkardly in a posture characteristic of autistic children. Of the last three one rocked and hit his head against the floor and two tended to withdraw from human contact.

None of the children could chew. Two were still taking milk from a bottle and four of the older children refused to drink any milk. There was little vocalization. Most cooed but only one could say "ma-ma" and "da-da". Three rarely laughed or smiled which suggested that they had barely begun to engage in the socialization process.

The purpose of the experiment which was a pilot study designed to provide a basic for more extensive research was to determine guidelines for helping such children achieve greater developmental progress. The experiment provided three ingredients generally lacking in an institutional setting viz: a homelike atmosphere, enough staff members to make it possible for each child to be assigned a staff "substitute mother," and continuous stimulating and physically strengthening experiences for each child.

The ward included five 2-bedrooms, a day room, a stimulation play room, a nursing station and a fully equipped kitchen. The day room was furnished as a living room with both comfort and stimulation in mind. The floor was covered with red carpeting to make crawling safe and to give each crawling child strong tactile and visual stimulation. The furniture included upholstered chairs and a sofa selected for visual and tactile stimulation, an attractive low round table, and a television set. There were pictures, plants, flowers and a colorful bird cage inhabited by a live parakeet.

In the playroom were toys, mirrors, bells, and record players. There was equipment to develop balance, to encourage motor skills, and to stimulate interest. The bedrooms had plaques, paintings, rocking chairs and tables and patchwork quilts. The children wore pajamas. Visitors were encouraged to come to the ward to talk to, and play with, the children.

The full time child-caring staff consisted of two registered nurses and five nurse's aides — a one to one ratio of staff to children although not all staff members were on duty all the time. Each staff member had primary responsibility for a particular child. They did not wear uniforms. A physical therapist and an occupational therapist worked closely with the children. The research staff was a pediatrician, a pediatric psychiatrist and a research assistant from the hospital.

The research staff met with the nurses and aides. In the discussion emphasis was placed on the concept that the children in care had great need to experience interpersonal relationship with a few caring persons.

The experiment gave priority to the correction of the children's motor problems and the development of skills required for socialization on the theory that success in these areas would personally influence the child's mental development in later stages.

A nursery school program was held on the ward for an hour each morning and afternoon, except for two mornings a week. Then the children were taken to nearby C. Louis Meyer Children's Rehabilitation Institute for swimming lessons. All were given these lessons even those under 6 months old. At the end of the program all the children could float, two could swim across the pool, and two could surface dive. Children were taken on biweekly shopping trips and to visit public buildings and the zoo. In the fall the children began to attend a pre-nursery school at a local church and so had the chance to become acquainted with normal children.

The program worked. The children at the end were functioning up to age in gross motor activities; in fine motor activities they were slightly below the norm for their chronological age. For most of the children adaptive behavior and even language development were appropriate for their ages; most of them had developed some self-help skill in feeding, dressing and undressing; and some were beginning to show a little progress in toilet training.

The studv produced material for working with children with Down's Syndrome which can be helpful to parents and foster parents. The physical and occupational therapists have already successfuly applied the methods they developed on the basis of their observations in this study in teaching parents to work with their children themselves.

It is hoped that the experiment will convenience people who influence parents' decisions about their retarded child that much can be accomplished with mentally retarded children when help is available. It is even hoped that it may convince policy makers of the advantages of providing individualized care for retarded children in small groups when family care is not possible for them. Money is not mentioned in the article.

Camping

(*From page 6*)

to camp because Miss Adkins put my name on the list and Mrs. Rouse made us pant dresses." Mrs. Rouse says she only cut out the garments and the cottage parent sewed them. Many people have worked hard to send the residents to camp and their star is the knowledge that they helped to bring joy to many. Said one S.W.E.A.T. worker, "All the kids here ought to go to camp." A social worked added, "It's one of the most worthwhile things, if not the most worthwhile, that goes on at Caswell."

What Say They?

John A. Symonds, a nineteenth century hymn writer: These things shall be, a loftier race than e'er the world has known shall rise, with flame of freedom in their souls and light of knowledge in their eyes.

(The following people were talking on the adoption of handicapped children in Raleigh on September 15th.)

Governor Scott: Children realize their potential in a family setting where there is love. All children everywhere need the warmth and security of a family. We tend to have a warehouse concept. We must get away from that.

Mr. Joseph H. Reid, Executive Director, Child Welfare League of America, Inc.: Love is the only tool we have. People have more courage and compassion than professional workers give them credit for having. More white couples are adopting Indian children. The greatest handicap to adoption remains race.

Miss Sarah Y. Austin, Director of Professional Services, Family Services, Inc., Winston-Salem: How many children have we as social workers made handicapped? Do we leave children in foster homes because we are so busy?

Dr. Alanson Hinman, Director Developmental Evaluation Clinic, Winston-Salem: In days gone by the handicapped were left outside to die. In civilized modern societies they are excluded from many things. There is even now a widespread attitude against having the handicapped moving freely in society.

(The following people were speaking at the N.C.A.R.C. Convention in Greensboro on September 19th.)

Senator Byrd, Chairman of State Board of Mental Health: The most exciting thing in the seventies may be the involvement of young people in working with mentally retarded.

Dr. J. Iverson Riddle, Superintendent, Western Carolina Center: Regionalization is the answer to the prbolem of residential care. Make the Centers a meaningful part of the areas they serve. No program is worthwhile unless the parents are involved.

Dr. Vernon Mangum, Superintendent, O'Berry Center: In the last century we had the gay nineties. In this century we may have the happy nineties. Places like O'Berry will be very different if they exist at all. In 1957 when O'Berry opened it was a custodial institution. There was no plan to get the residents out. Now we have community emphasis.

Mr. Horne, Director of Social Services, Murdoch Center: Our function is to provide that which cannot be provided in the community.

Dr. Frank Badrock, Superintendent Caswell Center: It should be our purpose as far as possible to normalize any deviant member of society. Where can a child get a nourmal existence except in the community. In institutions people become denormalized.

Dr. Robert Cohen, Deputy Commissioner for Mental Retardation: We are no longer in the warehouse business.

These people are all saying that we can no longer sweep the handicapped into institutions and forget about them. Attitudes are changing, albeit slowly. Senator Byrd at the N.C.A.R.C. convention told a story about a man who made up his mind to employ the handicapped after he had met a boy carrying another crippled boy on his shoulders. When the man made a comment on the burden he was carrying the boy replied: "This is no burden. This is my brother." When we all regard all the handicapped as our brothers then indeed a loftier race than ever the world has known will have arisen.

Highlights

(From page 5)

Hill where he wanted to live with his mother found himself a job there as a stock clerk and bag boy.

To Jennifer Taylor who after being a P.A.C.E. worker in the Volunteer Services Department this summer changed her major to Social Welfare.

To all who had anything to do with the P.A.C.E. program. Brenda F. Shepphard, P.A.C.E. Coordinator, sent this letter to Caswell "With your help you have made it possible for the students in our area to begin and further their college education. This summer with your help we were able to give sixty-six students a job during the summer."

To the Volunteers who are planning a rummage sale to be held on October 30 and 31. The proceeds will be used to provide items the residents need.

To Mesdames Inez Coombs and Judy Parrott who in the Trainable school gave an Ice Cream Party on July 23rd to 22 non-ambulatory residents ranging in age from 6 to 46 because "the crippled children don't get all the things the other children get."

To Mrs. Sandra Jarman who often entertained the girls from Cottage 3 where she works on her lawn in her off duty hours.

New Psychologist

(From Page 2)

Clinic here. Experts in mental health believe tha the centers for the retarded should become more involved in community work so there is a possibility that a diagnostic team from the clinic wil travel in the area working with communities in screening children with problems. Often early identification can prevent greater problems from developing. Mrs. Bardin is excited at the prospect of being a member of this useful team. In the meantime the clinic staff is about to move into a building which was until recently a dormitory on Pecan Lane. Miss Hilda Gibbs, social work supervisor, works with Dr. Whitaker and Mrs. Bardin Hall Beck, Student Evaluator, and Mrs. Sylvia Kellerhouse, Speech Therapist from the Training and Education Department are consultants.

Mrs. Sarah Bardin has an old friend on the Caswell Staff. She and Mrs. Margeryfay Cramer social work supervisor, graduated from Mayfield High School in Mayfield Heights, Ohio together. They lived a mile from each other as girls. Both went to Ohio University. Already Mrs. Bardin ha made new friends here and she is going to mak many more.

.2
36/3

North Carolina State Library
Raleigh

N. C.
Doc.

The CASWELL NEWS

THE CASWELL CENTER - KINSTON, NORTH CAROLINA

Knowledge is proud that it knows so much; Wisdom is humble that it knows no more.

William Cowper

* * *

The secret of education lies in respecting the pupil.

Ralph Waldo Emerson

* * *

Education does not mean teaching people to know what they do not know; it means teaching them to behave as they do not behave.

John Ruskin

July, 1971

Volume XXXVI

Number 3

The Caswell News

Vol. XXXVI - No. 3 KINSTON, NORTH CAROLINA, JULY, 1971 $1.00 Per Year

Published quarterly for the benefit of Caswell Center and for the information of the citizens of North Carolina.

Frank Badrock, M.D. ....Superintendent
Mr. S. H. Stroud ....Business Manager

Editor ....Jean I. C. Tabory
Associate Editor ....Pearl L. Adkins
Circulating Manager ....Sarah E. Claytor
Treasurer ....Mrs. Evelyn Wiggins

On Education, Our Current Theme

"Take, eat; This is my body which is broken for you." We know why your body was broken, Lord. It was to show us the lengths to which God's love would go. But these bodies Lord? Why were they born broken? Five children and one adult sit in wheelchairs in the chapel. They have come for an Easter celebration of the Lord's supper.

This is a special communion — a party at which we remember the Lord's presence. We eat cookies and drink Kool-ade and rejoice in the knowledge that God is with us in all our joys.

"Take, eat." But some of these cannot take. Their hands are crippled. They have to be fed. Their physical handicaps are great but they have the strength and grace to smile at those whom they encounter. They have something to teach us who are normal.

"This cup is the new covenant in my blood. Drink ye all of it." We distribute the Kool-ade in paper cups. The communicants cannot hold the cups but they can drink. Sarah cannot. Not as we hold the cup. The Kool-ade splashes to floor. Sarah's athetoid movements have defeated us. In the Crippled Children's Hospital where she lives she drinks from a bottle.

"Mrs. Parrott can feed Sarah," one of the children reminds us. She is Sarah's teacher in the trainable school and her makeshift classroom is nearby so we fetch her.

Smiling she comes and with gentle efficiency holds the cup to Sarah's ever moving lips. It is a moment of meaning. From now on when one partakes of the Lord's supper in more beautiful sanctuaries one will see again this gracious young woman serving the girl whose constant athetoid movements render the task almost impossible, and learn anew why men were born.

"I let her drink from a cup," says Mrs. Parrott in a matter of fact voice. "Her mother does too. They use a bottle in the hospital."

When saw we thee thirsty Lord?

(Please turn to page 8)

Ideas From Dr. Philip Roos

"There are six million people in The United States who violate values we hold dear," said Dr. Philip Roos, Executive Director of the Association for Retarded Children, speaking at Caswell Center on May 13th. He was referring to the mentally retarded and he stated that the general public does not understand them. We do not like people who violate our cherished values. We view them with suspicion. There is still a feeling that the retarded are a menace.

You don't believe that? Dr. Roos pointed out that in Queens in New York City the public objected to having the retarded for neighbors. Would you welcome Halfway Houses or other residential facilities for the retarded on your street? Most of us like our friends and neighbors to be bright, beautiful and independent.

Some people have the misunderstanding that mental retardation is an illness and that those who have it should be confined to hospitals. This is a destructive model leading to dependence and passivity. The retarded are not sick.

Some have the misunderstanding that the retarded are subhuman, that they don't have the same hopes and aspirations as the rest of us. This has led to some deplorable conditions such as the lack of privacy in large institutions (where can a resident be alone at Caswell?) and the disregard of aesthetic values.

The winds of change are blowing and hopefully we can learn to understand the retarded. Dr. Roos mentioned three trends he sees in operation today.

The first is the increasing application of behavior modification techniques. If used by trained people these can have tremendous advantages for the retarded. Before behavior modification we did not know how to educate the non-verbal. The techniques can be used to build up desirable behavior by rewarding it and to eliminate undesirable behavior such as that which is damaging to the self or to others. They can free an individual from a life of parasitism.

The second trend is the normalization principle which was first promulgated in the Scandinavian countries. The idea is to treat the retarded as much like normal people as possible. We all tend to display the behavior expected of us. If people are treated like small children they will behave like small children. In institutions for the retarded we have treated the residents as if they were childish, dangerous, and not fully human. This has been the result of understaffing in large institutions dealing with masses of people without adequate funds.

According to the normalization principle the retarded should experience the normal rhythm of the day, the week, and the year. One consequence of the principle is that the retarded should be absorbed into the mainstream of society. Before this can happen society must be prepared to receive them. There must be community facilities.

A third trend is the adoption of the developmental model. The retarded are viewed as capable of growth, learning and development. Life means change. We wish to increase the retarded individual's control over his environment, increase his complexity of behavior, and enhance his human qualities. The developmental model deals with goals. Development can be painful but if we expect normal individuals to relinquish immediate happiness for the goal of development we must do the same with the retarded.

It is interesting to note as Dr. Roos pointed out that when the first residential institutions were established in this country the hope was to make deviant people un-deviant. This hope was abandoned. Now once more it is growing.

———o———

Ideas from Mrs. Quinn Murray

We are all human beings — no more and no less. This obvious fact is often forgotten for many of us have a tendency to regard ourselves as demi-gods and certain categories of other people as subhuman. We do not state these views of course but we set on them. We do not offer some people the respect due to human dignity. Many of us fail to give mentally retarded adults this respect.

According to Mrs. Quinn Murray, ACSW, Social Work Consultant, North Carolina Department of Mental Health, who spoke at a Social Services Institute here on April 29th, there are in the residential Institutions run by the Department of Mental Health eighteen hundred and sixty one human beings who, in the opinion of the professional staff, are ready to leave the institutions but have no place to which to go. Might not they paraphrase Hamlet, saying, "Caswell is a prison" or "Cherry Hospital is a prison." Some of these are retarded, some are alcoholic, some have been mentally ill. What about their dignity?

"We do not," said Mrs. Quinn, "put a baby in the middle of a busy street and walk off, but neither, on the other hand, do we leave him in a cradle for ever lest he should stumble when he tries to walk. If we do he won't grow; he won't learn; his behavior will not be appropriate for his age.

So it is with the people in centers for the retarded and state hospitals. There comes a point when they cannot make further progress in institutions. Then we must let them go. We must not say that they are better off in institutions because they are shielded from frustrations. Human beings need frustration. The only way we can grow is to experience frustration within limits. Human beings have a right to fail.

An adult retarded person who returns to the community will not be as well understood there as he has been in the institution but that is normal and good. In the institution the staff tend to relate to his weakness and overlook his strength. They tend to treat him as a child. That attitude does not help him to make use of the abilities he has. Long term institutionalization makes growth impossible. It is demoralizing and works against human dignity.

Perhaps the students from Camp Lejeune High School who visited on Tuesday, April 27th realized this when some of them said that Caswell was depressing. Not all forty of them thought this but all seemed to agree that the most hopeful place they visited was the Therapeutic Sheltered Workshop where moderately and severely retarded young adults are trained to do jobs which they can do in sheltered workshops in their home communities and so help to support themselves and earn the dignity that comes from being a contributing member of society.

Some of the students thought that the most depressing sight was to see crippled children lying in bed. One teacher thought it was to see so many adults sitting in large rooms. One of the large rooms in which they sit is in Austin A. Something happened there on Wednesday, April 28th that was the opposite of depressing. Two new volunteers, Mrs. Dorothy Dail and Mrs. Lou McLawhorn, were conducting hymn singing with great enthusiasm and the often lethargic women were responding with equal enthusiasm. The two lady leaders said they were enjoying themselves and it was clear that the lady residents were doing the same. Mrs. Quinn Murray certainly had a point when she said, "I love to see volunteers coming in. They are not cluttered up with professional training." We need more volunteers.

———o———

"You Can Teach An Old Dog New Tricks"

A miracle happened here in June. The Council on Admissions and Discharges recommended that Robert be discharged. If you had known Robert when last he lived at Caswell you would agree that this discharge was an extremely unusual event. The fact that Robert has been discharged to live alone in a little house willed to him by his aunt makes it even more outstanding. One might, with difficulty, have been persuaded that Robert could live in a Boarding Home, but alone — never.

Robert is mildly retarded. He squints. He finds it hard to get along with people, or to be accurate, he did when he was at Caswell. He lived in the Colonies with the profoundly retarded because, "the children down there don't bother me." He had the idea that the other mildly retarded men in the institution didn't like him. His behavior here was highly suggestive of emotional disturbance. Always when he met one he called out, "You've dropped something."

We all thought that Robert was thoroughly denormalized. Hardly surprising in view of the fact that he had come here in 1939 four months before his fifteenth birthday. In middle age the bright spot in Robert's life was his annual visit to his aunt and uncle in far off Forsythe county.

His uncle died. His aunt became sick. She took Robert into her home to look after her. Robert got along well. Then the aunt had to be institutionalized and Robert was left alone in her house. Here began the miracle. Robert survived. True, he had help. The neighbors helped him. A social worker from the Department of Social Services took an interest in him. Thanks to these people a handicapped man who had been in an institution for thirty years was able to live in a community without causing problems.

Last August his aunt died. Robert did not want to come back to Caswell for he had found his place in Forsythe County. The social worker phoned Robert's Caswell Social Worker and explained that plans were being made for him. He was being referred to Vocational Rehabilitation. She thought he did not need to be institutionalized. The Caswell worker agreed.

Now Robert is working in the Goodwill Industries Workshop in Winston Salem and living alone in his own little house. His neighbors must be very fine people. They are helping him to buy groceries and to see to such chores as paying his electricity bill. The social worker explained to the Caswell worker that Robert got a good meal every day in the Workshop and was able to get his own breakfast and supper.

"Mental Retardation is a community Problem" is the 'in' slogan. Forsythe County seems to have solved the problem in Robert's case although he was not really their problem having been admitted to Caswell from Lenoir County. Robert's Caswell worker says that much of the credit is due to the DSS Social Worker who cared enough to take an interest. She has helped to normalize a man. To put it less technically she has helped to make a man happy for Robert was not happy here at Caswell. There are miracle workers in North Carolina.

——o——

Facts and Figures

As of July 1, 1971 the total population at Caswell Center stands at 1800 (951 males and 849 females) with a resident population of 1657 (883 males and 774 females).

During the last quarter (April, May, June) there were 18 (12 males and 6 females) admitted. Fourteen (9 males and 5 females) were first admissions and 4 (3 males and 1 female) were readmissions.

During the same quarter there were 20 (12 males and 8 females) discharged. One (1 male) was direct, 18 (10 males and 8 females) were discharged from placement and 1 (1 male) was transferred.

There were 4 deaths. (3 males and 1 female).

Twenty-four (15 males and 9 females) applications were received.

Number of applications on the waiting list as of July 1, 1971 — none.

Social Service Staff Development

"Mastery today is but apprenticeship tomorrow". This philosophy underlies the staff development program of the Social Service Department at Caswell Center. Practically, it means that one's training and education never are sufficient since new knowledge, new understanding and insight continually must be integrated into professional practice.

The Social Service Department, mindful both of the frustration social workers feel when all of society and all of our traditional beliefs are being challenged, and of the need to provide opportunity for training to meet the changing demands, has set aside a regular time each week for staff development seminars.

Caswell Center has shared the seminars with the Social Service Departments of O'Berry Center, and Dobbs School for Girls. The Social workers at Cherry Hospital participated for one of the years this program has been in progress because they did not have a full-time director of social service. In addition, representatives from other agencies have attended sporadically, primarily Vocational Rehabilitation Counselors and the social workers from the Developmental Evaluation Clinic, Greenville. Thus, through inter-agency cooperation, a regular program of staff development has been made available to a large number of social workers and, at the same time, the quality of the meetings has been strengthened. An added benefit to this cooperation has been that the agencies are better able to work together in many areas.

Although a social work supervisor at Caswell Center has overall responsibility for the program, all of the social workers participate in planning the sessions, in discussions, and in evaluations. Effort is made to focus on areas of direct and immediate concern to the social work practitioners. In addition, some topics have been dealt with upon request of the supervisors and the agency administrators primarily to prepare the workers for futuristic roles which demand additional and different knowledge and training.

During October five preliminary sessions were held for social workers new to the field of social work or new to mental retardation. Basic philosophy and principles, and elementary practice techniques were studied and discussed. Later, when the total staff began meeting together, these new workers were able to fit in satisfactorily with the group despite the wide variation in training and experience which is represented within the group.

Specialists in several fields have been used for some of the sessions. For example, Mr. Darryl Tolbert, ACSW, of the Mental Retardation Training Institute, met with the group over a three month period for training in social group work with the retarded. Dr. Stuart Collins, psychiatrist, of Cherry Hospital met five times with the group and considered both theory and actual case examples of emotional illness as related to mental retardation. Mrs. Judith Kurzer, ACSW, Director of Social Service at O'Berry Center, gave two seminars on the principles of community organization. Dr. Hoyt Ponder will be pending one day with the group for consideraion of behavior modification theory and for a discussion of the social work implications in uch a program.

These seminars represent considerable investment of professional time and interest. The only goal is better social service to retardates and their families through improved social work parctice. As insight has been deepened, new practice modalities tried, the professional theory base expanded, and professional practice advanced, the concensus among the social workers of all the participating institutions is that the eminars represent time well spent.

Margeryfay Cramer
Social Work Supervisor

From Current Literature

A mentally retarded young man who is employed as a janitor in a hospital takes time out or his customary coffee break even though here is an emergency clean up job in the reovery room. He doesn't understand that if he s not capable of accepting responsibility as eficiently as any other employee he will justifiably be replaced. This according to Dr. Lyn Byr, director of education and training at the Woods Schools, Langhorne, Pennsylvania in an article entitled "The Hole in the Curriculum" published in "Trends" in January 1971 is an example of educational failure.

The author states that educators have deigned curricula for the handicapped that are professionally excellent but the gaping hole in hem is that students are not being prepared to unction as working adults in a world that hasn't the time to be understanding. The world demands the same qualities in the handicapped as in the non-handicapped.

Dr. Byer cites five responsibilities a handiapped employee must accept and examines hem in relation to the preparation a handicapped child, especially one with an intellectual deicit, receives for meeting them.

1. The handicapped employee must complete he prescribed work with no special consideraion.

Special consideration would be unfair to the mployee as well as the employer. Has he learned to expect this type of treatment? Probbly not. Before his formal education began he o doubt visited clinics and hospitals where the rofessional staff were gentle and understanding and often unrealistically complimentary. At ome his parents whether because of pity, guilt, nxiety, or love were very helpful and very interested in his achievements. If he was in speial education the child received much special ttention in the form of speech therapy, psyhotherapy, physical therapy, and special teaching techniques. If not in special education he aced a series of frustrating failures that left im with a poor self-image and minimal aspiraions. In either case his schooling probably made him extremely dependent and did not preare him to be independent at work where peole don't have the time to aid and encourage him. His education has encouraged him to depend on others. It has failed him.

2. The handicapped employee must be judged by the standards that are used to judge his fellow employees' products.

For this reason he must be well trained in the skill for which he is employed. Many jobs can be performed as well or even better by a handicapped person. The person's skills and the jobs must be matched. Dr. Byer mentions a clinical psychologist who claims that his handicap, blindness, is actually an asset in his work because, not being distracted by the physical appearance of his patients, he can listen more carefully to the picture each paints of himself. The mentally retarded may have the strength of sensitivity to the feelings of others because they have so often experienced failure. This sensitivity is an asset in working with infants, the elderly and the infirm.

Too often in school the handicapped child is permitted to get by with less effort than is required of his non-handicapped peer. If he needs more time to complete a task he should be expected to work this additional time. Taking pity on him will not prepare him for responsibility. If allowances are made for him he comes to realize that others will accept imperfections from him. Such an attitude is disastrous for a handicapped adult. Education rarely prepares the handicapped man or woman to give a little extra.

3. He must be able to relate well to fellow employees in order to further the goals of his employer.

Most people must work with others and team work demands perhaps more self-awareness from the handicapped than it does from the normal because many people are made uneasy by the presence of some one who is different. The mentally retarded person must be specially prepared for situations in which he will meet rejection or even ridicule. He must learn to react to ridicule with dignity, without fighting or withdrawal. Education must teach him to anticipate interpersonal problems. It must do more: it must teach him to continue responsible workmanship in spite of feelings of hurt, anger, or fear.

The handicapped young child must learn to understand and accept himself before he can understand and accept other people. He can never deal with the feelings of others toward his handicap till he has dealt with his own feelings about it.

4. The handicapped employee must be self-motivating and capable of self-direction.

How well are educators fostering self-motivation in retarded young adults? Often the handicapped child learns to accept assistance. Often if he lacks enthusiasm he is prodded and encouraged to an exaggerated extent. He becomes dependent and maneuvers others into programming his activities step by step. His attitude becomes one of question, "What am I to do next?" rather than decision, "This is what I will do next." He grows to fear the demand of self-direction.

(Please turn to page 8)

Do You Know?

Severe retardation occurs fairly evenly throughout the population but 75 percent of the total number of retarded are found in urban and rural slums.

———o———

Only about 4 percent of the retarded reside in in institutions. About 90 percent of the residents of institutions are profoundly or severely retarded.

That the Lesch-Nyhan syndrome is the only known human disease in which a well-defined biochemical defect is linked to a perfectly predictable and stereotyped pattern of behavior. It is a disorder of males which manifests itself in childhood. The child bites his fingers to the bone, chews away his lips, and sometimes removes his teeth. He is compulsive, aggressive and unable to control his behavior.

A child diagnosed as suffering from this syndrome was recently admitted to CCH No. 1. He does not exactly fit into the behavior pattern described above being an attractive looking child who was the spark plug in a series of motivation sessions conducted by Julia Thompson.

———o———

On May 31st a Behavior Management Technique Training Program was begun in Cottage 2. At present there are 18 boys most of whom are severely retarded in the building. The aim is to teach self-care and social skills. Thirteen employees including a secretary work there. Three are Behavior Management Supervisors and 8 Behavior Management Trainers. Hall Beck formerly Student Evaluator, is the Director. Dr. Hoyt Ponder serves as a consultant.

———o———

Hampton Carmine is now Student Evaluator. He is a graduate of East Carolina University. His undergraduate work was done in psychology and he is just completing an Ma. Ed. degree in Speech and Hearing.

———o———

At a general meeting of the Caswell Volunteer Service Guild on May 26 Rev. Norman Polk conducted a memorial service for Mrs. Margaret Jefferson, who was the first Treasurer of the Guild and a faithful volunteer worker in Austin B.

Open House day was celebrated on Thursday, May 6th.

———o———

Callie King, cottage parent, retired at the end of June after sixteen and a half years of service.

In May Virginia Perry, Director of In-Service Training, and Melvin Kurger, Director of Social Service attended a meeting in Miami, Florida at which officials from Washington and Atlanta discussed HIP and HIST grants.

———o———

George Lapas and Miss Elaine Walker have joined the Social Service Department. Miss Walker has an MS.W degree from U.N.C. at Chapel Hill and Mr. Lapas a B.A from E.C.U.

———o———

The In-Service Training Department in cooperation with Lumex Company conducted a Safety Workshop in the Recreation Building on June 8th to acquaint the staff with safe ways to use restraints, wheelchairs, walkers, crutches and other safety devices. We now have a commode chair on loan from the company. The maintenance shop and the supervisors in the Boys' Colony are working on plans to make safety devices to be used in such buildings as Parrott 3 to help the men to use commodes without danger of falling. Mrs. Kennedy, the executive housekeeper, is working with Mrs. Blue R.N. to make restraints for cerebral palsied children. It is less expensive to make devices than to buy them. Mrs. Perry is pleased because this workshop had practical results.

———o———

To avoid the disappointment suffered by residents when visiting volunteer musicians cancel their appearances at the last minute Cottage Life organized its own group in April to provide live music. The leader is Elwood Hardy, a pianist, and the players are Cottage parents and residents.

———o———

For the first time in many years the end of June has come without the closing of any building on account of the departure of residents on vacations. We now have more severely retarded residents. It was the mildly retarded who tended to spend summer at home.

———o———

In May and June in the Social Service Department one day Workshops were held for operators of Family Care Homes to acquaint these people with the needs of the mentally retarded many o whom could live more satisfying lives in such community settings.

———o———

Her Price Is Far Above Rubies

Beside the table on which the gifts were spread was a big comfortable chair which positively invited one to sit down and read. One picked up "Leaves of Gold" which had been given by the six nurses who work in the Girls Colony, opened it at random and read Carlyle's words, "It is great — and there is no othe greatness — to make one nook of God's creation more fruitful, better, more worthy of God." How appropriate! Mrs. Pauline Kennedy who wa honored at a party in Johnson 4 on Tuesday June 22nd did just that at Caswell.

"This party was a surprise for mama Kennedy," said Katie surveying with pride the table in the center of the room on which pink candle burned in two antique solid silver candelabra which rose above the punch bowl, cake and nuts There was an elegant flower arrangement between the candelabra.

"Did you see what we gave her?" aske Donna.

"All the girls gave some money and w bought a cake server."

"We'll miss mama Kennedy," sighed Gloria.

"The women in Johnson 4 love Mrs. Kenned who worked there for about ten years. Othe residents love her too. Among the gifts was pair of pretty vases given by Mary, a Sout Dormitory resident well known on the campu for her colorful outspokenness. "I love Mrs. Kennedy more than any of the other matrons ou here," declared Mary. "She was good to me whe I was a little child." History records that Mar was no meek child. Mrs. Kennedy was a cottag

(Please turn to page 8)

The Angel Carried A Gold Measuring-Rod

TCL — Tender, Loving, Care. "That's what e retarded need," we say and sometimes we y it smugly, implying that given that they eed no more. But what if to that can be added sychological expertise? What if by constant udy we can find out what really helps a child nd use that knowledge because we care? What for the first time in history cottage parents n contribute to science?

That these things could be done was the romise made by one of the nationally-known xperts who spoke at the "Precision Teaching Vorkshop" sponsored by the Child Advocacy enter, Durham, N. C., Caswell Center, O'Berry enter and Goldsboro Vocational Rehabilitation enter, held at Caswell on June 24 and 25 and ttended by about two hundred people. All four peakers stressed that Precision Teaching was a ay to offer practical down to earth help to inividual children. Teaching referred to changg behavior not merely to offering instruction Academic subjects.

Dr. J. S. Birnbrauer, Associate Professor and irector of Training in Developmental Psycholgy, University of North Carolina who spoke rst showed a film which demonstrated how recision teaching had been used at Murdoch enter, where he was a Research Psychologist r four years, by three cottage parents to train irty severely and profoundly retarded boys uner what he termed appalling, but typical, conitions in a State institution. Dr. Birnbrauer exlained that Behavior Analysis was a way to lve problems, to know how we solved them, nd to be able to teach others to solve them. It volved recording data. When it was applied to aching in particular it was precision teaching.

The second speaker, Mr. Harold Kunzelmann, upervisor, Department of Special Education, tate of Washington, stated that being a preision teacher was as exciting as being an astroaut for it involved finding a new universe ithin each child. Only if we developed stanard procedures and shared our discoveries ould children in institutions be helped. We ust figure out how children change. How do hey change from being non-readers to being eaders, from being non-talkers to being able to peak, from having to live in an institution to eing able to live in the community?

Education is change and when we change beavior through precision teaching we know what is that has changed the child's behavior and an share this knowledge with others. There are our steps in precision teaching.

(1) Pinpoint the behavior you want to alter. e very precise and accurate about what you ant the child to do or not to do.

(2) Record how frequently the behavior ocurs. How often does the child get up from his eat during class time for example? One way to ount is to use the type of small counter golfers use. Get your data down on the chart.

(3) Change the behavior. Pick a consequence for the behavior and enforce it.

(4) Try, try again. If the first consequence does not work try another. Some children don't like M&M's and will not change their behavior if given them. Find out what works with each child.

Mr. Kunzelmann spent time showing us how to chart behavior.

Mrs. Ann Mingo, Teacher-Supervisor, Mercer Island Schools, Seattle, Washington was the first speaker on the second day. She gave us instructions on how to use the "is" plan which is used mainly for organizing. She showed us how precision teaching helped each child individually. If the teacher can find the quickest way to teach a child, the child avoids educational pain of which there is too much in the world. She gave two examples of the value of the use of time-locked charts. One boy was failing to make steady progress in school. Several people were keeping charts on him. By comparing the charts it was found that every time his performance rate went down his mother had failed to give him drugs his physician had prescribed. She thought pills were not good for him. A retarded girl was suddenly unable to do her school work. Comparison of charts showed that the aunt with whom she was living had threatened to send her back to an institution. Charts make possible productive team-work.. Social workers, physicians, teachers and others can work together for the good of each child.

Dr. Aubrey Daniels, Director of the Department of Psychology at Georgia Regional Hospital and Consultant to the Vocational Rehabilitation Behavior Modification Program in Goldsboro, was the last speaker. He said that the charges made against behavior modification to which precision teaching is historically linked, were false. It need not be mechanistic and materialistic. It was concerned with the individual and his success in the program in which he was involved. Behavior modifiers wanted people to get as much out of life as possible. Tangible rewards such as candy or green stamps might be needed at first but the aim was to get to the place where natural consequences were enough. He reminded us that Mr. Kunzelmann had said precision teaching involved humanism, optimism, and fun.

Right at the beginning of the workshop Dr. Hoyt Ponder, Child Advocacy Center, Durham, promised us an exciting two days. It was exciting to discover that these authorities were so interested in retarded children and adults and really believed that this method offered practical possibilities of change. "Undaunted I go on", said Mrs. Mingo challenging us to do the same.

The workshop was held in the Chapel. Mr. Kunzelmann used the big Bible there to read a text, Rev. 21:15. "The Angel who spoke with me carried a gold measuring rod, to measure the city, its walls and its gates," to show the significance of measurement.

Bouquets to

Mesdames Margaret Croom, Irene Croom, Glynn Smith, Betsy Rouse, Catherine Stroud and Serail Yelverton, who planted a garden in the yard of Johnson 1 because the residents there never have the chance to see flowers outside the institution.

Messrs. Lee, Aycock, and Gray who purchased fertilizer, collard and tomato plants so that some boys in Parrott 4 could have a vegetable garden to work in.

The hundred and fifty people who gave blood at the Caswell Blood Drive.

The friendship Club from Jacksonville who gave Grace, an Austin B resident who has worked hard for long years, a party for her fifty-second birthday.

The people in the Christian Church (Disciples of Christ) in North Carolina who made it possible for thirty-one residents who seldom leave the campus to go on an all day outing to Camp Caroline.

Mrs. Elizabeth Marshall who brought six singers from her sixth grade class in Southwood School to sing and play to a group of physically handicapped adult residents in St. Mary's Episcopal Church garden. Robert Joyner cottage parent, brought the wheelchairs in his pickup truck so that the residents could be taken from the bus driven by Rev. Norman Polk to the garden. Jimmy Bland, nurse's aide, came on duty early so that he could support Ralph from CCH No. 3 who could not have gone in the bus without individual attention.

The ever gracious ladies in our Home Economics Department who provided Refreshments at the Precision Teaching Workshop and the skillful ladies from the Home Economics Department at O'Berry who did likewise.

The members of Duplin County Chapter of the N.C. Association for Retarded Children who in June gave a large donation to be used to purchase a washing machine and 4 clothes dryers.

Miss Pearl Adkins and Mrs. Laura Hedgepeth, social workers, who organized an outing to a local restaurant so that five men and five women could practice the table manners they had been learning in their weekly meetings to study social adjustment. If institutionalized adults can learn to behave like normal people in social situations they will be more readily accepted in the community. The men and women paid for their meal from their own meager earnings. They enjoyed dining out.

From Current Literature

(From page 5)

This attitude is learned. It need never exist if the curriculum is developed in such a way that the student is rewarded for his own planning and organization. The student's assignments should indicate the desired result, but the decision about how to reach that result must be the responsibility of the student.

5. The handicapped must be capable of competing on equal terms in a bureaucratic system.

Our social structure is based on the competitive spirit and if the handicapped do not learn to compete they are lost. The young adult must choose his field wisely so that he can compete in an area where his strength is adequate and where he possesses skills equal to those with whom he must deal. A very shy young lady might make a poor nurse's aide but an excellent dietary aide, working behind the scene in food preparation and kitchen maintenance.

The handicapped person has a responsibility to achieve the highest status of which he is capable for to do less is to cheat himself and society.

The five qualities outlined are mandatory fo all not just for the handicapped but the latte must be especially taught these qualities because without education in these areas they may very well fail. They must be willing to put forth extra effort to achieve the same degree of independence their fellowmen enjoy.

Educators must build experiences through appropriate curriculum development that will aid the handicapped in their understanding of the world to which they must relate, writes Dr. Byer in conclusion.

Are we doing this at Caswell? Do we stres independence? Is there a hole in our curriculum? This is a question for all not merely fo teachers. Dr. Byer points out that education i a process that operates twenty-four hours a da and that we learn constantly in each event o our lives. The schoolhouse is only a piece of the total structure. All children must be helped t experience satisfaction in the learning adventure. Do we stress learning as an adventure?

Her Price Is Far Above Rubies

(From page 6)

parent in Dewey when Mary lived there. At tha time Dewey was "the problem building."

Mrs. Kennedy retired after twenty-five year of service "this time". She worked at Caswell i the twenties before her marriage. Actually sh began as a summer worker in 1926 when she wa still in High School. She has seen many changes. Asked if the institution had changed for th better she replied "Oh, yes. They have far mor things. I can remember when the children wor clothes with great big patches."

Cora Lee asked, "Have you seen the letter w gave Mrs. Kennedy? I wrote all the girls' name on it." In the letter were the words, "We hav seen the place grow and improve and you hav made it possible." How true! Without good cottage parents Caswell can't improve.

What was Mrs. Kennedy's secret? Havin three children, nine grandchildren, and on great grandchild she knows about the importance of love in the family and viewed Caswe as her larger family. Among her gifts were dozen red roses given by her son, his wife an his family.

Her colleagues in Johnson 4 and the unit supervisor gave Mrs. Kennedy a Bible bound i white leather. Everybody at Caswell wishes he many years of happy productive retirement.

On Education, Our Current Theme

(From page 2)

We know that God does not will evil or suffering but He can use evil suffering to brin about good. He can use the retarded to teach u They teach us to ask questions. They inspi some to serve them and we learn as we see th service. Some of us are slow learners.

22
:36/4

North Carolina State Library
Raleigh

N. C.
Doc.

The
CASWELL NEWS

THE CASWELL CENTER - KINSTON, NORTH CAROLINA

These things shall be: a loftier race
    Than e'er the world hath known, shall rise,
With flame of freedom in their souls
    And light of knowledge in their eyes.

They shall be gentle, brave, and strong,
    To spill no drop of blood, but dare
All that may plant man's lordship firm
    On earth, and fire, and sea, and air.

New arts shall bloom of loftier mould,
    And mightier music thrill the skies,
And every life shall be a song,
    When all the earth is paradise.

John Addington Symonds 1840-93

October, 1971

Volume XXXVI

Number 4

The Caswell News

Vol. XXXVI - No. 4 KINSTON, NORTH CAROLINA, OCTOBER, 1971 $1.00 Per Year

Published quarterly for the benefit of Caswell Center and for the information of the citizens of North Carolina.

Frank Badrock, M.D. .... Superintendent
Mr. S. H. Stroud .... Business Manager

Editor .... Jean I. C. Tabory
Associate Editor .... Pearl L. Adkins
Circulating Manager .... Sarah E. Claytor
Treasurer .... Mrs. Evelyn Carlisle

BRIDGE BUILDERS

"People are lonely because they build walls instead of bridges" is the legend on a bright modern poster. Lonely and estranged. In the past people built walls to separate themselves from the retarded, at one period because they thought the retarded needed to be protected from normal people and later because they thought normal people needed to be protected from the retarded. Now the walls are down but who will build the bridges? Surely those who know the retarded must be the bridge builders. They must work to change attitudes. They must strive to bring in the day when the retarded are given the respect due to human beings.

How can this be done? Education is one answer. The police training scheme mentioned elsewhere is an example of this. More information on retardation could be given to teachers, doctors, dentists, rehabilitation counsellors and others in training to work with people. The general public could be reached through magazine articles and television programs. We all fear the unknown and many people just do not know what mental retardation is.

Words and pictures are fine things but they are not reality. People must be given the opportunity to meet the retarded to talk with them, to listen to them, to laugh with them and to make friends with them. Caswell gives this to volunteers and summer workers. This changes attitudes. Sometimes the volunteers are surprised to discover how much they enjoy being with the retarded who give them the gift of appreciation.

Those who reflect on their association with retarded children and adults come to the conclusion that they are very like other people. Examples of this are seen in the articles in this magazine written by the four students. They point out that the residents like to make friends with normal people; that retarded friends help each other; that retarded children like to know why things have to be done in a certain way; that the retarded are proud of their achievements; that the retarded have wisdom.

If we listen to the retarded speaking they sound like other people. They rejoice in being on the outside after forty years in an institution. They like to be free to go shopping when they feel inclined. They want to work. They don't want to be labelled.

Like all human beings the retarded want to advance but their desire has a measure of ambivalence. We all balance our need for security with our desire for opportunity. Throughout life we are capable of growth but we shrink from its pains.

Dr. Lester F. Zerfoss, Consultant to the Governor for Management Development, stresses the developmental principle when he lectures at Management Development Seminars for State Employees. Employees are capable of doing better work than they are doing. It is interesting to note that when Dr. Philip Roos spoke at Caswell in May he stressed the importance of the developmental model in training the retarded. The retarded are capable of doing more than they are doing now.

When all men come to realize that what separates them from the retarded is no yawning gulf but merely a narrow stream bridge building will be much simpler.

———o———

FACTS AND FIGURES

As of October 1, 1971, the total population at Caswell Center stands at 1800 (948 males and 852 females) with a resident population of 1736 (920 males and 816 females).

During the last quarter (July, August, September) there were 30 (18 males and 12 females) admitted. Twenty-seven (16 males and 11 females) were first admissions, 2 (1 male and 1 female) were readmissions and 1 (1 male) was a transfer.

During the same quarter there were 21 (15 males and 6 females) discharged. Seven (3 females and 4 males) were direct, and 14 (11 males and 3 females) were discharged from placement.

There were 8 deaths (5 males and 3 females).

Seventeen (12 males and 5 females) applications were received.

Number of applications on the waiting list as of October 1, 1971 — none.

SUMMER VOICES

When four students who worked here this summer were asked to write about their experience here they produced the following reports).

* * *

A Pleasant Surprise

As a medical student coming to work for the ummer at Central Hospital here at Caswell, I had my doubts as to exactly what I would find here. Working at Duke Hospital — which is a high powered, high pressure, modern, fast moving medical center — gives one the impression that good medical care is only available in such places. was a bit worried about the kind of backwoods medicine that might be practiced here.

However, I was pleasantly surprised at what I did find. Admittedly, medicine moves more slowy here than at Duke, but I learned last summer n an English Children's Hospital that speed is not essential for excellent medical care. I found he hospital here to be new and clean and the doctors quite competent. The lab and x-ray facilities are equipped to do the majority of the required work and the lab can mail off special studies. Of course the hospital isn't prepared for all situations — surgery, for example cannot be handled here, but there is a working arrangement with local, Duke, and Raleigh surgeons to take on these cases. The doctors here are not experts n all areas, nor do they claim to be, but are well-founded and can care for the problems that come up. In addition, they are aided by consulting specialists in a number of pertinent fields. Although the doctors here are not experts, they are not stagnating — they are constantly furthering their medical knowledge — either in the hospital library, or at the "medical meccas" of North Carolina (i.e. Duke and UNC).

However, one of the most impressive, to me, aspects of patient care here at Caswell, is the high degree of familiarity everyone (nurses and doctors) has with the majority of the patients, which I feel is the most striking thing lacking in today's modern medical center. Along with this familiarity comes an understanding of the patient's needs (medical and emotional) practically from the moment he walks in the door. Of course this is due to the fact that Caswell is a limited community with the result that the same patients are frequently readmitted. However, this is important to the patient's care. How often can a person enter a general hospital today and be greeted by name by the staff and employees who also know such things as what this person likes to eat, how he is most comfortable, and any specific problems pertinent to his hospital care? Very rarely!, but here it is the usual procedure and to my mind the ideal one.

This is all topped off by the fact that all the people I have met here have been warm, friendly and helpful — and not just to me, to everyone: employees, residents, visitors. It's part of the atmosphere here and that has made my short stay here thoroughly enjoyable.

Susan Engel
Fourth Year Student
Duke University Medical School

Reflection

This summer's work in Volunteer Service is a continuation of last summer's work as a volunteer. It means the renewal of old friendships with the girls in Cottage 4 and South Dorm and the boys and girls in McNairy. Both summers the girls in Cottage 4 have played a major part in shaping my memories.

This summer "the event" was a picnic for the girls. Why a picnic? Last summer the volunteers gave the girls a picnic, so this summer they were constantly asking me if I would give them another picnic. I knew that I would need help. When my mother, father and sister, Becky, offered to help, the date was set for July 16. Every day the question was "How many more days till the picnic?"

"The Day" The table is set, the Kool-aide is mixed, the fire is started; we look up and see the girls walking in a neat line. At the edge of the picnic area the girls break out of line and run to meet us. The girls are introduced to my mother. Some of them remember her from last year. While Mom cooks, Becky and I play with the girls. Time to eat and Dad arrives. All of the girls eat at least two hamburgers; time for Becky's homemade chocolate cake and my peanut butter cookies. My cookies are a running joke with the girls. Before the picnic Wanda said that she would not come if we had peanut butter cookies and Lane said that she would not come unless we had the cookies. We had the cookies and even Wanda ate one, although she is still saying that they made her sick. Lottie, who is very weight conscious, said that she could not have any cake or cookies. After the girls helped to clean up, we looked at the cows, sang and Dad danced for them. All too soon it was time for the girls to leave. They had to get ready to go to the movies.

Webster defines reflection as "consideration of some subject matter, idea or purpose". The end of the summer is a time for reflection — the picnic, the names and faces, the joking, the playing and the working.

Mary Ann Daniels,
Political Science Student
University of Delaware

* * *

The Greatest Summer of My Life

I have often heard that Life's best teacher is experience itself. This summer, while working with the psychologist and the chaplain, I found this to be quite true. Before working at Caswell I knew something about the mechanics of the school but I had failed to discover Caswell's most important characteristic — the trust shown by the residents in return for something as simple as a smile. Never had I found, nor do I hope to find again, people who were so grateful for so very little. Also, it is true that these people are mentally handicapped, yet, I have known very few people on the "outside" who have as much wisdom or feeling for others as have the residents of Caswell.

Let me now relate a few of my experiences that enable me to say that this has been the most rewarding summer of my whole life.

My first introduction to the residents of Caswell was in one of the girls' colony units — Johnson 4. While walking down the hall I was struck by the gray tile walls and cement floors but when I walked through the door leading into Johnson 4 I felt as if I had been thrust into a different world. I was met with cheery "Good-mornings!" and laughter and clapping and I felt as if I had walked into a wonderful and glorious surprise party. I was quickly introduced to some of the girls and was then taken into the bedroom to meet Donna and Katie. Donna has no use of her left hand and also her vision is quite poor. Katie has very limited use of her legs but together these girls make quite a team. Donna has learned to use a typewriter. Since she can not see normal size print, Katie spells the words to her and Donna types them. This enables both these women to increase their vocabulary. The determination of these two left me awed and somewhat ashamed for my lack of it.

I also did some work in McNairy which is a building for crippled children. I had been working with Chaplain Norman Polk in an attempt to teach these kids that God loves them all the time. One of the nurses had told me that a certain young man named Alvin would probably not say anything. I had asked the group the question, "What can you do to make God proud of you?" Quickly Alvin's hand shot in the air and his answer to the question was, "I can play — every night." Alvin did not need to say anything else for he had it all right there — in his heart.

The highlight of the summer was an art show inspired by Mrs. Jean Tabory, Psychologist for the center. It was composed of the work done by some of the men and women in the colonies and some of the boys in Cottage 8. The art work had gone on for two months and at last the day for the show arrived. We had prayed for sunshine since we were having a sidewalk art show and the rain that had already fallen that week was anything but nil. Luck was with us and as the rays of the sun filtered through the trees it added warmth to the smiling faces of the staff and residents as they viewed the collages, the decoupage, the trash cans, book marks, calendars, and clay work that became as precious treasures to each one who made them. I shall never forget the faces of the men and women as their wheelchairs were pushed up and down the sidewalk and their voices rang out loud and clear, "Hey, look! there's mine — I made that!" What a day that was — what a wonderful, glorious day!

As I now look back on my summer I realize that I was given a gift that very few have the opportunity of receiving. I had never known people who gave their all — 24 hours a day. I was fortunate to be able to spend my summer with people who know what life and living is really about and I will be grateful throughout eternity that I was allowed to be on the receiving end of a little of their trust and love. The greatest summer of my life? — You had better believe it!!

Debbie Jean Conklin,
Psychology Student
East Carolina University

Insight

Over the past three summers I've been able to expand, develop, and understand the concept of mental retardation beyond that which is generally presented in "jazzy" text books. While working at Caswell, the following quotation became so intuitively clear that it rings with such simple truth one cannot but be amazed, "Suffer the little children to come unto me for theirs is the kingdom of heaven — unless you become as one of these you shall not enter the Kingdom of Heaven." In esence, although some lack certain skills in abstract reasoning or if you will have bitten only lightly from the Tree of Knowledge they may as a result have retained a higher union with God Often the conscious mind serves only to disrupt this perfect union.

Through the Recreational Department I've been able to establish a closer relationship with the children which might not have been as easy in other departments, since as we all know playing with children enables one to quickly establish rapport, trust and understanding which inevitably lead to friendship. In working with the children I've found that explaining to them, in terms they understand, certain "why" and "why nots" results in understanding and appropriate behavior on their part. For example, one day while waiting for the chlorine count to be taken some rather anxious, exuberant swimmers rushed into the swimming area, both over and through the gate. Instead of yelling, or pushing them back, I explained to the children that for their safety both life guards had to be watching them while they were swimming; whereupon, they responded with the desired behavior of patiently waiting a few minutes.

As a further example, while working under the direction of Mrs. Tabory, Psychologist at Caswell, in counseling a young girl I found another favorable application. Unfortunately, this girl had been needled about kissing her boyfriend which as we all know is a perfectly natural expression o a much deeper emotion called love. Alleviation o the anxiety or "uptightness" regarding this matter resulted from pointing out that this was a natural response but that others were concerned with the type of response it might end with. Although this technique appears to work in mos instances there will be some in which other techniques may be more applicable.

By way of concluding remarks, mention mus be made of the results of an interdepartmenta program between Recreation and Physical Therapy initiated at Caswell last summer which involve giving physical therapy to the crippled children in the swimming pool. After helping Mrs. Sumrell, Director of Physical Therapy, for two month in teaching a young man with a damaged cerebellum to walk I had the experience, the day before leaving to return to school, of hearing thi young man yell in rather a quiet voice, "I've go the idea." That is, he grasped the idea of walkin and now it only remains for him to refine such movements. Obviously, and most emphatically this demonstrates the worth of such a program.

In summation, I must extend sincere appreciation to Dr. Badrock, Superintendent of Caswell

GOOD-BYE

An esteemed citizen of this community was buried on Tuesday, July 6 in our quiet cemetery where the flat markers do not disturb the green grass and the birds and wind sing in the darker green trees. Erma lived here for fifty-seven years. She was admitted in June, 1914, right at the beginning of Caswell's history. At that time she was fourteen years old.

Those of us who knew her in her latter years found her to be a gracious, dignified lady. To speak truth she was more ladylike in appearance and manner than most of our residents. Had one met her outside the institution, one would not have guessed that she was retarded.

In view of this, it is sad that she had to live her life here. No doubt she was capable of adjusting to life in a normal community, but in the days when she came to Caswell the more kindly thought that the retarded had to be protected from society and others thought that society had to be protected from the retarded.

A resident like Erma would now be sent to the Rehabilitation Facility to be trained to do useful work. To have kept Erma here throughout her life was wasteful.

It was wasteful of Erma's talents but one cannot say her life was wasted. She set an example to others. Said Connie, "Erma was a good girl. She wasn't perfect but she didn't fight and she didn't run away." Written reports dated long ago bear the same testimony, "She is conscientious, willing, cheerful, even tempered. She is slow but she does excellent work," and "She is sociable, gets along well with the girls," and, "work and conduct are both good."

Erma's friends among the residents and staff miss her. They said good-bye at a simple service in the bright chapel on Tuesday morning. A carpet of yellow flowers given by the girls and cottage parents in South Dormitory-A, where Erma had lived, lay on the coffin. There were other flowers too from friends here and elsewhere. Mrs. Harlan, a former director of Cottage Life, in whose home at Caswell Erma used to work and whom she later visited in Raleigh in the summer, sent flowers. Norman Polk, our chaplain, conducted the service and Mrs. Gertie Waters, social worker, played the piano.

The retarded are just like other people. They have the same hopes and fears. We all have the same needs. One never realizes this more strongly than at a funeral service for some day we shall all come to this and our hope will be in the words read by the chaplain, "I am the resurrection and the life."

---

and Mr. Trivette, Director of Recreation, for granting me the opportunity to work at Caswell during the summer months.

Linda Cameron
Ph.D Student in Psychology
Baylor University

Bouquets To

The nurses, practical nurses, and aides in CCH No. 4, who took up a collection to buy a wig for Cekita so that she could look elegant after her daily swimming lessons.

Cora Lee from Johnson 4 who allowed her own ice cream to melt at a party while she fed a man from Parrott 3.

Three Blue Angel Pilots from Cherry Point who brought adventure to the campus when with three Chaplains they landed on our ball field in July.

Mrs. Ruth Temple, cottage parent, who entertained thirty-one women from South Dormitory A at a feast in her beach cottage. It really was a feast for the guests ate forty-five pounds of fish for lunch. We apologize for the insult to the ladies' appetites in a report in the Kinston Free Press which restricted their consumption to twenty-five pounds.

Mr. and Mrs. J. T. Sutton who entertained all the boys in Cottage 1 where their son Leroy is a resident in their cottage at Topsail Beach.

Fermon from Cartwright who habitually helps a fellow working resident when she has seizures. "I know what to do when Judy has a seizure," he says confidently.

Miss Mary Ruth Divine, new social worker, who is applying the normalization principle with vim, vigor, vitality and success in South Dorm B. One has no doubts about the success when one sees Tessie's smooth clean shaven legs or Hazel's discreetly made-up face.

Mrs. Clady Roberson, sister of Wayne in Cartwright, who donated $25.00 to send somebody to camp. She does this every year in memory of her son.

———o———

PROGRESS

Can you think of something that is health giving, sleep inducing, and good fun as well? Just what the doctor, or to be precise, the physical therapist ordered? The answer is swimming. Every day from one o'clock till half past four the physical therapist, her assistants, three summer workers, and workers in the recreation department work with completely non-ambulatory residents in the wading pool at Caswell. Joe Pipkin, recreation worker, is there working daily too.

Boot, who cannot walk, goes into the big pool from the diving board. He wears a life jacket for he cannot swim — not yet.

The residents love it. It's a chance to get out of the hospital. They see things. They meet people. They cool off in the pool. Sarah is very proud of her sun tan.

The workers love it because they know their work is helping the residents most of whom are young. Only seven out of sixty are over twenty-five years old. The young derive most benefit from the physical therapy exercises.

"It's good for morale. It promotes physical well-being. It makes them sleep better. They are happier altogether," says the physical therapist.

(Please turn to page 8)

TAKE A LOOK

"Take a look, Katie Lee, just take a look." Clara's voice was shrill with excitement and her eyes bright with ecstasy. Why? Because she was looking at a display of dolls for sale in Vernon Park Mall. Surely then ecstasy is an exaggeration. No. Clara has lived less than a mile from the Mall since it was built but recently she made her first visit.

Clara is a non-ambulatory adult resident in Johnson 4 and, having neither interested parents nor a sponsor, she very seldom leaves Caswell. When she does it is delightful to be with her. Her dancing eyes would inspire a poet.

This was a first visit to the Mall for six adults in wheelchairs and one lady, Sophie, who has some difficulty in walking but who very willingly pushed a wheelchair. They did nothing there except look, but one could search the world and not find another group of people capable of getting so much pleasure from this. They were not even really window-shopping for nobody expressed a desire to possess what they saw. It was enough for them to be there.

Leroy and Raymond, brothers in Parrott 3, are usually rather restrained, but in the van on the way to the Mall they laughed aloud joyfully. Victor was quiet but he was happy for two reasons. He was on an outing and he was with the chaplain, Norman Polk. Victor often remarks, "I'm Mr. Polk's boy." He is approaching fifty years old.

Norman Polk drove the van and with the help of two working boys lifted the residents seated in their wheelchairs into it. No easy task even in cool weather and the sun blazed down as he did it. Katie Lee, Donna and Victor are relatively easy to lift but Clara, Leroy and Raymond are heavy. All Sophie, who is Victor's cousin, needed was steadying arms and a little push from behind. Mrs. Louise Boone, cottage parent, helped with the loading and then surprised everyone by driving behind the van in her car to help with the unloading.

How eagerly they looked and not just at the merchandise. Babies fascinated them for they don't see many babies at Caswell. They admired diamond rings in a window but nobody coveted them. Nobody protested when it was time to return although they had been there only a short while, the van being needed for other purposes, and had bought nothing. The wonder of the outing was enough for them. Miss Debbie Conklin, a summer worker, who accompanied the chaplain thought that the sight of Clara's eyes was enough to make the whole trip worthwhile.

Take a look at the custom of placing the retarded in large institutions from their homes. It shuts them off from many simple things — things like seeing babies and gazing in shop windows. If we want to learn we must take a look at many things.

THE MAGIC WORD

Imagine that you live in a hotel. The setting is pretty, the furniture is comfortable, the food is plentiful and good, the service is efficient. You have friends there. "A delightful situation," you say. But you never leave the hotel. Day after day, year after year, you stay. Would you not begin to dream about spending a short time elsewhere?

Some of our residents feel like that, for the retarded are just like us. Some seldom have the chance to leave the institution for a night. Then once a year opportunity knocks. Opportunity's name is camp which is a magic word here.

"I'm going to camp," is the shout of triumph. "My suitcase is packed." This latter remark is in July on the lips of those who are not going to camp till the end of August. Some have been looking forward to going for months.

Camp is the world beyond the world's edge. Camp is adventure. At camp they eat different food in a different place. They meet new friends. They participate in new types of recreation. They swim in different water. Camp is escape from the routine of Caswell.

Camping takes place in August. Residents went to Camp Caroline on Monday, August 8th. Nobody had to pay to go there because the young people in the Christian Churches (Disciples of Christ) in Greenville, Kinston and surrounding districts raised $1,500 to finance a camp for mentally retarded children and young people under thirty in this area.

Financial support is a great boon to us. Some residents are paid for by their parents, some under twenty one years old by government funds, but many adults must depend on the goodness of unknown friends.

Friends have been good to Caswell this year. There are some who see this as an answer to prayer. Thanks to donations two groups of adults have a chance to have fun and to hoard happy memories for the winter. One group went to Camp Don Lee and one to Camp Mitchell. They are grateful to the givers of these gifts.

Preparing for camp is a rewarding experience too. "I can't come to see you tomorrow," says Betty with an air of importance, "I have an appointment with Mrs. Rouse." She thrusts a note under one's nose. She has to go to the Home Economics Department to be measured for sports clothes.

One hundred and sixty residents went to camp. This is more than in any previous summer.

We wish that the people who gave the money that made it possible for adults to go could see their faces for, as we all know, one picture can be worth a thousand words.

Words are like sunbeams—the more they are condensed the deeper they burn.

DO YOU KNOW

For the first time in recorded history genuine anana splits were served at an ice cream party n a living unit. The ladies of the Greenville unior Woman's Club were hostesses in Austin A.

* * *

In July three employees were transferred from ew Careers' positions to cottage parents posi- ions.

* * *

The Training and Education Department has new speech therapist, Mrs. Elizabeth Heath, who ill work with the trainable children.

* * *

Caswell now for the first time has a dental hy- ienist, Mrs. Lolly Burkett.

* * *

An important meeting was held here on Sep- ember 23. Directors from Mental Health Clinics n the Eastern Counties and staff members from ne Department of Mental Health in Raleigh met ith some of the staff from Caswell and other enters for the retarded to explore ways in which ommunity resources and institutional resources an best be used for the benefit of retarded itizens.

* * *

A course in mental retardation for police re- ruits has been started in Florida. It is believed o be the first in the world.

* * *

At the 1971 Annual Convention of the Cali- ornia Association for the Retarded in San Diego here was a "Mini-convention" patterned after he parent conclave with similar registration, lection of officers, panel discussions and the election of an official name. Thirty young re- arded adults attended. Here are some of the opinions they voiced.

"We want to live a life as normal as possible."

"You can't expect us to just sit and do nothing - we want to work."

"When somebody calls me an MR, it hurts. My nswer to them is, how would you like to wear my hoes for a day? Before I can even think of get- ng married, I need to learn to live on my own nd also have a job."

One of the recommendations made by educators fter the Convention was that both parents and ducators need to listen more to the handicapped, nd group discussions need to be encouraged at ll levels.

* * *

Sam and Allen are living "on the outside" after eing in Pennsylvania Commonwealth, an insti- ution for the retarded for more than forty years. oth are mildly retarded and blind. Sam is 52 nd Allen is 62. Both became free men last November after training in a federally funded program geared to prepare the institutionalized blind and retarded to return to community living. Fifteen men and women have made it since the project started in 1967. None has had to return. Thirty-two others are preparing for an exodus. Allen is a pot washer at a lunchroom. Sam is unemployed. He keeps house. The pair splits the $120 a month rent and manages to pay bills. They entertain old friends from the institution. Sam is happy to be free. Allen says, "Now I feel free. I can go shopping when I want. I play my guitar when I'm home. Boy, this is the life".

* * *

In an institution in Michigan nothing within the limits of humane care has been too novel to be tried to break up the monotonous routine of building life for the severely retarded who can and do become bored with the environment in which they live. This accounts for much of their bizarre behavior. The cottage parents were asked to give ideas. Among the activities introduced were setting up large rolls of paper across the day room walls for coloring and art work, going fishing in a nearby stream, riding bicycles, repairing furniture, polishing stones, and going out of doors late at night to observe the sky and to see what the world looks like to normal people who are free and able any time to walk out of doors and see the sky and the stars.

* * *

Recent research done on 305 retarded persons over the age of 14 with IQ's between 30 and 65 working in a sheltered workshop in Israel has shown that performance and output variables appear to be more influenced by personality characteristics than by IQ or specific abilities (motor coordination, color and shape discrimination). Among specific abilities motor co-ordination was most related to work success. Among personality characteristics perseverance was most highly related to work success.

* * *

Two hundred mildly retarded youngsters from the Cleveland School system greatly enjoyed the third act of "La Boheme" performed by the Met singers and musicians.

* * *

A mandatory education law for all retarded and handicapped children has been passed in Rhode Island. The bill gives local school systems the option of providing facilities for retarded children or of contracting with qualified agencies to obtain them.

SUCCESS

Our definition of success is unorthodox. We claim that any man who is honest, fair, tolerant, kindly, charitable of others and well behaved is a success, no matter what his station in life.

PROGRESS AT REHAB

One does not need to be a fullblown supporter of Women's Lib to think that it was a good idea to appoint a woman counsellor when an addition was made to the staff in the Rehabilitation Facility. It is nine years since they have had a female counsellor. Those who think that the retarded need the services of well qualified professional workers will be pleased to know that the new counsellor, Mrs. Mary Ellen Gulledge, has a brand new master's degree in Rehabilitation Counselling from East Carolina University. This is the first time in the Facility's eleven years of history that a counsellor has had this qualification when employed.

Mrs. Gulledge has another very important qualification. She is modest. One is reminded of the remark made by Quintilian, the Roman educator, about some of his pupils, "they would be excellent students if only they didn't think they knew everything already." Mrs. Gulledge is not like that. She freely confesses that being inexperienced she has much to learn and complains gently that people expect her to know what to do because of her degree. She is looking forward to learning from experience.

We are looking forward to the help she will give Caswell by working with our academic school students to prepare them for productive employment and life in the community. At present she has forty such students on her list. She will also work with clients from outside the institution.

Mrs. Gulledge has been interested in people and in why they do the things they do for a long time. That is why she majored in psychology and sociology in her undergraduate studies. She prefers working with people to paper work. In some types of Rehabilitation the emphasis is on placing the client but in work with the retarded counselling is needed. Says Mrs. Gulledge, "I'm interested in counselling them and getting them ready mentally and vocationally for the job". During her internship in the sheltered workshop in Greenville this summer she discovered that she enjoyed working with the retarded. She realized that her training had not prepared her adequately for this task. The emphasis had been on rehabilitating the physically, not the mentally, handicapped. She had not been taught enough about mental retardation.

Perhaps that is something one can learn only through experience. Mrs. Gulledge now has the opportunity to meet the retarded every day. We wish her well in her work. May she have the joy that comes from knowing she has helped others.

Progress

(From page 5)

This year sixty residents are taking part. Last year only twelve did and two years ago when the program began only six were involved. This is progress.

Unfortunately when the weather grows cool this program will have to be discontinued. We are all looking forward to the day when progress goes to the lengths of a covered pool.

A THREE WAY STREET

Music is an important part of the lives of most people, and the residents of Caswell Center realize this as much as anyone. Music is especially helpful in making religious services more meaningful, and, this fact, too, is recognized at Caswell. Some years ago the Greensboro Junior Woman's Club and other friends gave an Orga-Sonic organ to be used in the auditorium at Caswell where every Sunday Chapel Services are held for the residents who care to and are able to attend. For several years, I have had the pleasure of playing this organ for these services. These boys and girls love to sing, and sing they do, even though many of them can't read and sing from memory or by note. Each Sunday every resident has the chance to sing for his friends if he likes — he just hands his name in to the chaplain. It makes a person feel tall to be able to sing for his friends and there are many who are "regular soloists". It makes me feel good to help them attain this achievement.

For me, Sunday is a day to greet friends (like Charlotte, Lena, Cekita, Danny and many others) to help find pages, to receive a hug from Tammy to have Frances and Sybil say "Have a good week!", to hear Ellen sing hymns with a deep feeling that would put many more fortunate people to shame, to have Marvin include me in his song dedications, and to be called "Momma" by literally hundreds of girls and boys.

Caswell residents have favorite hymns, just as do you and I. Close to the top of their list are "In the Garden" and "The Old Rugged Cross" The younger children and some of the more severely retarded prefer less formal hymns such as "Kum Ba Yah", "He's Got The Whole World In His Hands" and "Do Lord". Spirituals are always great favorites because of their strong rhythmic appeal, and patriotic hymns are sung with much gusto. New Sacred songs, such as "Put Your Hand in the Hand of the Man from Galilee" are often learned from records in the buildings and then sung with pride "in chapel".

Music is sort of a three way street. It takes a composer, a performer and a listener for it to become alive. Caswell Center certainly has the performers and the listeners, especially on Sunday mornings.

Elizabeth Marshall

Benjamin Franklin Said

Leisure is time for doing something useful. This leisure the diligent man will obtain, but the lazy man never. A life of leisure and a life of laziness are two different things.

T22
7:37/1

North Carolina State Library
Raleigh

N. C.
Doc.

The CASWELL NEWS

THE CASWELL CENTER - KINSTON, NORTH CAROLINA

Man - Making

We all are blind until we see
That in the human plan
Nothing is worth the making if
It does not make the man.

Why build these cities glorious
If man unbuilded goes?
In vain we build the world, unless
The builder also grows.

Edwin Markham

January, 1972

Volume XXXVII
Number 1

The Caswell News

Vol. XXXVII - No. 1 KINSTON, NORTH CAROLINA, JANUARY, 1972 $1.00 Per Year

Published quarterly for the benefit of Caswell Center and for the information of the citizens of North Carolina.

Frank Badrock, M.D. ....Superintendent
Mr. S. H. Stroud ....Business Manager

Editor ....Jean I. C. Tabory
Associate Editor ....Pearl L. Adkins
Circulating Manager ....Sarah E. Claytor
Treasurer ....Mrs. Evelyn Carlisle

A THOUGHT FOR NEW YEAR

Perusal of current literature on mental retardation tends to make those of us who work in institutions feel like birds taking too long to push their nestlings out. Further reflection leads to the conclusion that we are even more guilty than the dilatory birds for most of our charges should never have been in the institutional nest to begin with.

Some of us defend our position. We say that many of the retarded are happier in institutions. This is debatable and is, in any case, not a very good defence for the aim of life is not happiness. It cannot be because happiness by its nature is always a by-product. We find it when we are seeking something else. Like other human beings the retarded find joy in achievement so self development is a good goal. Large institutions do not make for this so large institutions must go.

The bird does not put her nestlings out till they are ready to go. How can the retarded go until the community is ready to receive them? Surely a good new year's resolution for those who work in mental retardation would be to do all that we can to prepare communities to welcome their retarded fellow citizens.

———o———

LETTER TO EDITOR

To All The Staff and Workers:

We wish to extend to each of you our sincere New Year's Greetings and our deep heartfelt thanks and appreciation for your wonderful work during the past at Caswell Center.

Lisbon Antiqua Bell a resident of CCH No. 2 is our only grandchild, and has been at Caswell near eight years. Recently we were informed that she had gotten so that she could get a milk bottle to her mouth. That was great news for us. On our next visit with her we took her out for lunch and experienced the real fact. When I saw it happen and realized that was my first time of that experience and she is now fifteen years old I said, "Thank The Lord." Wish you could have seen how she laughed. I think she was thrilled to realize that she had done something new that pleased Papa and Mama so much. We were all three happy together.

May God's Greatest Blessings be with each of you. It is wonderful meeting and knowing you and of the wonderful work that is being done daily for the many, many dear handicapped ones that are in your loving care. Yes, I thank God for you and that I live in a country with men and women that like to help those who cannot help themselves.

Sincerely,
Mr. and Mrs. Troy Bell

———o———

FACTS AND FIGURES

As of January 1, 1972 the total population at Caswell Center stands at 1791 (942 males and 849 females) with a resident population of 1738 (923 males and 815 females).

During the last quarter (October, November, December) there were thirteen (6 males and 7 females) admitted. Ten (5 males and 5 females) were first admissions, and three (2 males and 1 female) were readmissions.

During the same quarter there were 19 (11 males and 8 females) discharged. All were discharged from placement.

There were three deaths (2 males and 1 female).

Nineteen applications (13 males and 6 females) were received.

Number of applications on the waiting list as of January 1, 1972 - None.

———o———

FROM CURRENT LITERATURE

"I believe that it is the duty of every institution's superintendent to do all he can to phase out his institution". Strong words and stronger follow. "Construction of new institutions, and of new buildings at old institutions should be categorically prohibited, and Federal agencies and even law should prevent the use of Federal Funds for such purpose".

These words are taken from the second part of a two-part series of articles written by Wolf Wolfensberger Ph.D., F.A.A.M.D., currently a visiting scholar at the Canadian National Institute on Mental Retardation, and published in "Mental Retardation" under the title "Will There Always be an Institution?" The first part appeared in October and the second in December, 1971.

In the first part Wolfensberger states "My proposal is that institutions as I have defined them should and will disappear." He says that the "should" implies a value judgment but the "will" is a prediction based on certain socio-cultural - political - fiscal realities.

Wolfensberger says that the essential characteristic of an institution is deindividualization. That is what distinguishes it from other group residences. In an institution larger numbers of people live together than are typically found in the community, all the transactions of daily life are carried out on one campus and there is much regimentation. The environment aims at a low common denominator e.g. restrictions are imposed on a group for the sake of a few of its members.

This being the nature of institutions surely many will agree with the author's value judgement that they should disappear. They are not conducive to the development of those who must live in them.

Wolfensberger cites five trends that will continue to cause institutions to wither away.

The first is a lowering in the incidence and prevalence of severe and profound retardation. Several factors contribute to this. The birthrate is declining and this should mean a decline in the relative number of damaged infants. Even more significant should be the decline in the birthrate of certain "high risk" groups. In the last few years there have been great improvements in the health care of high risk groups. Mother - child centers, maternal and child health programs, and children and youth programs have served the poor and unwed mothers. It is to be expected that such services will be expanded and that health services generally will improve. Significant recent advances relative to the reduction of severe mental retardation are rubella and measles vaccination, Rh desensitization, improved and increased genetic counselling, prenatal diagnosis of fetal abnormalities, prenatal exchange transfusions, and numerous improvements in early postnatal management. It is very likely that the practice of abortion will increase in the United States. Infants with prenatal abnormalities make up a large proportion of the severely and profoundly retarded. In many cases the damage can be suspected and increasingly even confirmed during pregnancy. If abortion becomes acceptable the number of these damaged infants will decrease significantly. Poverty although still with us declined in the 1960's. This should lead to reduced incidence of retardation. So should the growing acceptance of the fact that man is most shapable during the early years of life which has led to increased emphasis on early childhood education.

The second trend is the provision of small specialized group residences which will be administratively, physically, and socially integrated into the community. Residents will have extensive autonomy, a high expectancy of normalized behavior and a separation of such functions as sleeping, learning, working and playing. They will be highly individualized and individualizing.

The third trend is increased usage of individual rather than group residential placement. It is being slowly realized that removing a retarded child from his home need not mean placing him in an institutional or even group placement. Boarding, foster, and adoptive placements all have the advantage of providing a one-to-one relationship and a more normalizing atmosphere. Wolfensberger believes that the fees for fostering a retarded child should be increased substantially, and that certain standards for foster homes should be raised and others lowered.

The fourth trend is increased provision of nonresidential community services. One service that Wolfensberger believes will be provided in the future is that of family subsidy. The cost of lifelong institutionalization is between $100,000 and $300,000. A small fraction of this would often be enough to keep a child at home. If an overworked mother could with the aid of a subsidy buy a washer, a dryer and a dishwasher and hire a housekeeper for a half-day a week she might be able to keep her child at home. This form of help should be applied to the middle-class family as well as to the poor.

The fifth trend is new conceptualization of and attitudes toward residential services. The demand for services is greatly affected by prevailing ideologies, attitudes and traditions. As late as the mid 1950's it was common to write on psychological reports, "This person is mentally deficient and **therefore** should be institutionalized." Things have changed for the better but we still admit many persons inappropriately. A strong but in appropriate ideology present today is that parents have a right to decide whether to keep a retarded child or divest themselves of it. This is to treat the retarded individual as a chattel, not a human being, and therefore discardable. We have every reason to believe that societal tolerance of dehumanizing practices will change. Concern over individual rights has not been so great since the days of the American Revolution. The retarded with other deviant groups, share a new acceptance. Society's tolerance for deviance appears to be increasing. This will lead to increasing acceptance of the retarded in the community and lower the demand for residential care.

Wolfensberger believes that the dogma that we cannot afford to scrap our institutions is a myth. Some have been condemned and most are condemnable under present standards. Construction of community group residences will be needed. It would be advantageous to rent, lease, or buy these buildings. It is almost impossible under existing codes to construct buildings without making them institutional in appearance. Moreover it is expensive. Construction of a new institutional place costs up to $40,000 whereas residential space even in the upper-middle and lower-upper class neighborhoods of our cities costs no more than $3,500 - 5,000 per person, if we think in terms of groups of a large family. Says Wolfensberger, "The contrast between the high cost of dehumanization and the low cost of normalization is almost beyond belief."

He also says, "I can see no reason why small, specialized living units (mostly hostels) cannot accommodate all of the persons now in institutions. In turn, I believe that many persons who could be well served in hostels will be served even better in individual placements. Thus we should experience not only a shift of places from institutions to other group residences, but also a decline in the demand for any type of group residence."

It will be interesting to see if Wolfensberger's exciting hopeful prophecy is fulfilled in the near future. His vision seems to be rooted in sound common sense.

BOUQUETS

To

Carl O. Winchester, a speech therapist in the Vocational Rehabilitation Facility, who won the Jaycee Award as the "Outstanding Handicapped Citizen of the Year," in 1971. In presenting the award Mr. Simon Sitterson, Kinston Mayor, said, "Though having been severely physically handicapped through his life Mr. Winchester continues to help those less fortunate than he in his work with the retarded who have speech problems.

"He has also given of his time freely to provide speech therapy for children at the Irene Howell Day Care Center.

"He is a very vital individual and an inspiration to all who know him."

Mr. Winchester completed the fifth grade in public school and then in 1947 was sent to the Governor Morehead School for the Blind in Raleigh. He is a graduate of E.C.U.

* * *

Mrs. Louise R. White, cottage parent, who has brightened the campus by making many beautiful drapes.

* * *

The ladies of the Veterans of Foreign Wars Auxiliary for donating a beautiful silk flag to the Center. On October 31st Mrs. Edna Beam Swicegood, Department Chairman of the V.F.W. Auxiliaries presented the Flag of the United States to Caswell to be used in the Chapel.

* * *

The ladies in the Women's Society of Christian Service 1st United Methodist Church, the Ladies Guild of St. Paul's Lutheran Church and the Senior Citizens Club in Havelock who sent fifty pairs of knitted scuffs to be used by crippled children and adults.

* * *

The groups of Gospel Singers, organized by Mr. Ervin Johnson, Janitorial Services, who sang in Chapel on December 12.

* * *

Buford Goodman, Minister of Music, who played the organ, Bill Cabell, seminary assistant who conducted the Service, the Primary and Junior Choirs who sang, the mothers of the singers who made the refreshments, the young people of the church who served them and Mike Fisher who played the guitar and Sally Watkins who sang as the refreshments were being served at a gathering of one hundred and fifty residents in the First Presbyterian Church on December 5th.

* * *

The ladies of the National Guard Auxiliary who presented a fifty-five cup coffee percolator to the ladies in Johnson 4 at a Christmas party.

* * *

The Kinston Shirt Factory which gave 8,000 ties to the Center.

* * *

The working residents. Mrs. Lillie Hill, charge attendant, had motivation sessions with a group of working residents in Byrum I and wrote, "It was a joy to take out time to have sessions with the working residents, since they do so much for us. They appreciated the attention more than any group I have had."

* * *

To the hosts and hostesses (mostly the latter be it noted) who gave thirty-nine parties at the Center at Christmas and to all who gave gifts and did other things to make Christmas the happy time it was for the residents.

* * *

To all who having put their hand to the plough do not turn back. Among these are the faithful volunteers who week after week turn up to work in the clothing closet and the buildings, the cottage parents who year after year turn the campus into a wonderland with their decorating activities and the ladies in the Pilot Club who have been giving a party every Christmas to the eighty men in Cartwright who seldom have the chance to be guests at any party.

"CAUSE FOR THANKSGIVING"

Bathed in the clear golden light of late afternoon the beautiful campus was almost deserted on Thanksgiving Day. Most of the residents were enjoying indoor pleasures. Louise was looking for pecans with one eye on the ground and the other on her two cozily clad profoundly retarded charges.

"Have you had a good Thanksgiving?"

"Sure have."

"What did you enjoy most?"

"My dinner," she answered immediately.

Near Cottage 1 Mary was sitting alone as is her habit.

"Did you have a good Thanksgiving?"

"It was all right. I was disappointed. I expected visitors and they didn't come."

"Whom did you expect to visit you?"

"My people from home, of course."

Caswell provides the material things the residents need such as good food and warm beds but the loving individual attention found in a home cannot be found in an institution.

Valiant attempts are made to solve the problem of meeting the residents' emotional needs. Employees and volunteers take residents to their homes to celebrate special occasions.

On Tuesday the Covenant Life Curriculum Class of the First Presbyterian Church entertained seven non-ambulatory adults and three working boys who assisted Norman Polk, Chaplain, to transport them to the church. The Caswell people sang for their supper. They did more than that. They taught the Sunday School Class some hymns and choruses that had been written specially for their group. If the supper was better than the singing that was not the fault of Buford Goodman who played the piano and conducted. Actually the supper was excellent and the singing hearty. Everybody laughed and rejoiced together. On Wednesday morning Clara's first question was "When are we going back to that pretty church?"

The residents' learn when they go outside. Even those who don't go learn from those who do. On Wednesday Patrice in Johnson 4 was busy copying names. She was fascinated by the paper leaf which Katie brought back from the supper with her name on it.

Only by team work can we try to meet the residents' needs. This applies even to material needs for the state supplies only what is necessary. Taxpayers are reluctant to pay for frills.

A social worker decided that the women in South Dormitory needed pretty brassieres to boost their self-esteem. She asked the volunteer service

(Please turn to page 6)

"THE SINGING TIME OF THE YEAR"

"A star on a Christmas tree, hanging high where all may see," carolled the chorus during the program at Open House on Thursday December 16. Caswell was full of stars and other Christmas decorations placed lovingly by cottage parents wishing to share their joy with their charges. Beside the stage where the choruses sang stood a tree symbolizing the twelve days of Christmas. It was constructed in the Industrial Arts Department and painted in the Art Department of the Academic School.

"Sing merrily" sang on the singers, "for this is the singing time of the year". There was music at Caswell at Open House. Some came from record players but the Boys' Colony had live music. Elwood Hardy, cottage parent, played in the lobby while the rhythm band kept time merrily under the watchful eye of a large live Santa.

Life is merry for the residents thanks to the thoughtfulness of many people. Various groups have been taken to Vernon Park Mall where sales clerks and shoppers have taken a kindly interest in them. Santa himself has been very gracious there specially to adults in wheelchairs. They don't believe in Santa Claus anymore but they appreciate kindness.

A group of physically handicapped ladies in Johnson 4 had a bazaar on Tuesday, December 14th. They made pretty things, not without help of course, and they were proud of what they had made. The articles were sold quickly. Mrs. Grace White, secretary, donated cheesestraws, and Mrs. Artie Broadwell, volunteer worker, a picture and an artificial caged bird for sale. Mrs. Elsie McCoy, R.N. gave a pineapple coconut cake made from scratch and exquisitely decorated for Christmas. Fifty chances were sold and Mrs. Lolly Burkett, dental hygienist, and her assistant, Mrs. Becky Rouse, were winners. They had a split ticket. The proceeds of the bazaar will be used to buy something needed in Johnson 4.

Parties too numerous to be mentioned have been given and each one has been appreciated by the guests. In a place where eighteen hundred people live many social gatherings are needed. A party was given by a group from Lane's Chapel United Methodist Church, Vanceboro to the residents in Crippled Children's Hospital No. 3 in honor of Sarah who is severely handicapped physically but alert mentally. She cannot talk but she can communicate. Says Connie a working resident, "Sarah talks with her eyes." "She lets you know what she wants," adds Frances. "She's bright."

This is the singing time of the year for Sarah for the electric wheelchair for which money was raised through donations under the direction of the Physical Therapist has arrived. This is cause for rejoicing. All who gave money and bought candy or pens to help will be glad to know that the goal has been reached.

Joy has come to Caswell thanks to the efforts of many people.

WINDS OF CHANGE IN THE CLASSROOM

On December 9th and 10th, several persons from Caswell Center attended parts of an "Intensive Training Conference" at an annual preschool project in Wilson County. Called "Project Six-to-Six" because it serves children from six months to six years of age, it is funded by ESEA Title III through the Wilson County Board of Education. Mrs. Sarah Bardin, Psychologist of the Diagnostic Evaluation Clinic at Caswell Center, has been working with the project on her own time and was one of the speakers.

Miss Hilda Gibbs, Social Worker, attended part of the workshop on Thursday morning, participating with Wilson County first grade and special education teachers and elementary school principals in observing infants and children in their regular activities. These included everything from bathing to painting. Later, a panel of parents of project children expressed their feelings about having their children in the project and about the learning and social gains that had been made. Some parents had served as parent aides and felt they had learned a great deal about how to handle young children from the project teachers. One mother commented concerning her amazement at her 14-month old child's ability to follow directions and perform activities such as pegboards and formboards, as she sat in on the administration of the Bayley Scales of Infant Development by Mrs. Bardin.

On Thursday afternoon, Una Mae Lemmon and James Barden, representatives from the State Department of Public Instruction, Division for Exceptional Children, talked and showed slides about the British Infant School and "Open Education" projects in North Carolina. The listeners became quite excited and enthusiastic over the open education concept which substitutes learning centers, motivation, informality, and relevance for the rigidity and lack of motivation which are too prevalent in most of our classrooms. It is felt that handicapped children, such as the mildly retarded, can be absorbed into this type of classroom along with children of all levels of ability.

Four teachers from Caswell Center's Trainable school, Mrs. Spence, Mrs. Howard, Mrs. Bedsworth, and Mrs. Coombs, attended on Friday. During the morning, Wilson County School administrators joined the group, and heard Mrs. Bardin talk about early identification and evaluation of learning disabilities. Dr. John Richards, Director of the Special Department at East Carolina University, then discussed "Prescriptive Teaching" and "Behavior Modification" as means for remediation of learning problems. Mrs. Phyllis Jack from the Learning Institute of North Carolina followed with another stimulating program on Open Education and the British models, at the teachers' request. Dr. Henry Sublett of Duke University wrapped up the conference by assisting the group to organize their new-found ideas and thoughts on behalf of the young and the handicapped children with which they deal.

Mrs. Janice Hicks is director of Project Six-to-Six, which is in its third year of operation. An experimental project, its purpose is to improve the

(Please turn to page 8)

A NEW HOME FOR LIZZIE

After being admitted to the Center in 1933, Lizzie at age fifty-four was discharged this past spring. How? you might well ask—for Lizzie had no family contacts and staff could not remember when she had left the campus for even a vacation. She had to depend upon the kindness of a sponsor for her spending money.

Lizzie's discharge came about as part of a new policy (at least for Caswell Center) in which the thinking is that most mentally retarded should be in living situations that are as near normal - like situations as is possible. Despite the fact that Lizzie had known no other home for thirty-seven years, staff members felt that she could adjust well to community living and did not need to live in a large institution.

Lizzie was described by her cottage parents as quiet, kind, extremely helpful and never upset except when out of her beloved snuff! She had all self-care skills, enjoyed conversation, and took pride in her appearance.

The first step in planning for her placement was for the Caswell Center Social Service Department to contact the County Department of Social Services, from whence Lizzie came to us. That agency (known to some still as the Welfare Department) immediately suspected that Lizzie would fit nicely into a family care home and selected one owned and operated by a widow living near a small community. Family care homes are ideal for our residents as they are licensed for only 2-5 persons, and doesn't nearly everyone like to feel that we are part of a close family group?

An initial visit was planned by the Caswell Center social worker to enable Lizzie and the home operator to become acquainted with each other prior to a definite decision being made. Lizzie thought before the visit that it sounded ideal but one look at the friendly smiling face, plus the sight of a shady porch with rocking chairs and the aroma of good country cooking in the air, quickly convinced her that she wanted to come back and pack her bags! Both the social worker and the owner felt that Lizzie would make her an excellent resident and be compatible with the other four ladies, so quickly with the caseworker from the County Department of Social Service, a return date was set.

Several follow-up visits were made to the home and once an interested former cottage parent of Lizzie's accompanied the social worker. Lizzie literally glowed over the fact that she had her own room as compared with sharing living quarters with seventy females. Now she could attend a nearby church, go along on a trip to the bank or shopping for groceries, and generally live much as do you and I. A fire place to sit by during the winter when watching "her stories" on T.V. has meant so much to Lizzie that she personally saw that the log box always stayed filled. She spoke proudly also of the visiting children and grandchildren whom she came to consider as her very own family.

Lizzie always spoke very affectionately of those at the Center who had cared for her over the years, however she wanted them to come visit her in her new home rather than returning to the Center to see them, for she feared that she might have to stay. Planning for the retarded whenever possible to live outside the institution is certainly, it seems, in their best interest and a very humane thing to do.

Mrs. Gertrude B. Waters
Social Worker

REPORT FROM REHAB

THE CHAIN

When a child is admitted to Caswell, many different things begin to happen. He enters a chain of events that could lead him almost anywhere. The chain of events is created by a host of people who come in contact with the newly acquired Caswell resident. This host of people is spread out over the campus and it could include anybody from the campus police to the cottage parents.

As one link in the chain, the Rehabilitation Facility functions as a step towards independence. This step comes only with time and intensive individual attention. Three examples of this individual attention are three Caswell residents who through determination became trained through the Facility and were employed as child monitors at a local nursery. Through further determination these girls have taken another step towards independence by buying a trailer of their own to live in. Who would have even thought that one day those Caswell residents would be living on their own, cooking their own meals, buying their groceries, and making decisions about their future?

Still another example is Darlene, who was allowed the opportunity to improve herself through Facility training. She came to Caswell at the age of eight with no family to go back to. At the age of eighteen, Darlene is now training to be a model. She has proven to everyone that she has the ability to live her own life and make her own decisions.

Only through a chain of events did these four girls become success stories and only through a chain of people were these events possible. People have always made the difference and they will continue to make the difference as long as there is human compassion plus determination.

When a child enters Caswell, his certain chain of events begins to happen. Where it will lead to is hard to determine because many factors are involved. At the Rehabilitation Facility, we try to hold up our own end of the chain. There have been many past success stories, but the future success stories are the ones that are important now. They have not completed their chain of events, but with time and much determination, they will.

Mary Ellen Gulledge
Rehabilitation Facility

"CAUSE FOR THANKSGIVING"

(From Page 4)

department for help. Mrs. Artie Broadwell and Mrs. Dot Watlington, volunteers, went to town and bought pretty brassieres with money raised at their rummage sale. There was a delicate blue butterfly on each which made one think of a line in an old fashioned operetta. "Ah! me thinks happiness is like a butterfly always out of reach." Together the social worker and the volunteers brought happiness within the reach of some ladies in South Dormitory. This is cause for Thanksgiving.

CORE

The Department of Mental Health has involved its professional staff in community planning groups popularly referred to as Core groups. The groups are made up of representatives from the mental health agencies, that is, the community mental health clinics, the alcoholic rehabilitation centers, the psychiatric hospitals, and the retardation centers, and from other community agencies such as the county health departments, the county Departments of Social Service, the public schools, community action groups and so on. The Caswell Center staff serving in the Core groups are:

Melvin Kurzer
Hilda Gibbs
Gertrude Waters
Gail Harrison
Sarah Bardin
Leroy Batts
Guy Johnson
George Rouse
Bill Dunne
Margeryfay Cramer

In the eastern region (the 31 counties served by Caswell Center) there are 13 Core groups, which are related to the 13 mental health areas in the region. The director of the local mental health clinic is the chairman of his Core group. Meetings are scheduled regularly twice a month, although some groups meet more and some less often. In addition, Dr. Badrock, Caswell Center Superintendent, holds a monthly conference with the Caswell Center representatives to assure uniformity of policy interpretation, and to keep the group up to date regarding issues and problems related to the mentally retarded and to institutionalization.

The present activity of the groups represents the third of three stages which have constituted the Core project. The first stage began in November, 1968, when a group of about 100 administrators from the agencies of the Department of Mental Health met for a training session in key factor analysis. Key factor analysis is a management technique used by program managers in developing effectiveness and efficiency in the delivery of services, and has been the technique utilized by all the groups in the project. Following the initial session, 12 groups were formed, and they worked together diligently for about a year. They formulated the statement of the purpose of the Department of Mental Health, and defined objectives for mental health and related agencies. These objectives were then allocated to groupings which were groups of objectives which could be met by utilizing the same resources. Included in the five objective groupings were items such as functional competence, personal and societal responsibility, use of leisure, vocational competence, ability to change, citizenship, employment, care of the environment, and physical health. All major facets of our lives were touched on, and broad objectives established for each group.

The second stage began in the spring of 1970 by recruiting professional workers to work with the administrators in the local Core groups. This was primarily a goal setting stage, and utilized the preliminary planning done earlier by administrators. Goals for each objective grouping were to be projected to a specific time, to be realistically possible through a program, and specific in content. Research was carried out by most groups, so the nature and extent of the problems and the needs could be assessed accurately and defined before any goals were set or plans made. The goals which were set were outgrowths of the concerted concern by all the represented agencies, and were what was perceived as necessary and desirable for the residents of the given area. For example, one goal by a Core group was, "By 1973 improved utilization by the county of the assigned bed quota at Caswell Center."

In addition to setting goals, the group developed rationale for each goal. Rationale may be thought of as the reason or justification for the goal.

The third stage is the one in which Core groups presently are engaged. The goals are being refined, or altered and plans are being laid for programs which will make possible the goals. Although all goals are important, each Core group has had to decide which should be given highest priority. The Department of Mental Health expects that future legislative appropriations will be made on basis of the planned programs, so that the dreams and plans can become realities.

In addition, some of the Core groups are now functioning as advisory groups to the mental health clinics; some have formed the base for inter-agency or community councils. The future function and direction of the Core groups rests with the groups themselves and the way they perceive their relatedness to the needs of the community.

This total approach is quite different from the traditional approach where one group or agency sets up a program for a limited clientele without considering the possible duplication of effort, without attempting to work with other groups, without studying the need and program as a part of the whole heirarchy of needs, without seeing it in the total priority context.

Margeryfay Cramer
Social Work Supervisor

SPOTLIGHT ON A WORK AREA

CASWELL CENTER'S COMMUNITY LIAISON TEAM

Because Caswell Center is well-represented in the community by many departmental varieties, few know that two full-time members of the Diagnostic Evaluation Clinic, Miss Hilda Gibbs, Social Worker, and Mrs. Sarah Bardin, Psychologist, function also as a Community Liaison Team. Funded by special state allocations such teams have been established at three of the four MR institutions.

Miss Gibbs and Mrs. Bardin met with Dr. Ann Wolfe, Deputy Commissioner for MR in the Department of Mental Health in Raleigh on December 17th to review the activities of the liaison teams from O'Berry, Murdoch, and Caswell Centers. The meeting was thought-provoking and informative, and revealed that each of the teams represented a very different focus of activity.

The primary function of the Caswell Liaison Team has been evaluation of persons applying to Caswell Center. Secondarily, an attempt has been made to assist mental health clinics to set up inter-disciplinary teams in the local community. The team has also been available for consultation

(Please turn to page 8)

DID YOU KNOW?

In November 1971 two workshops were held to which were invited County Commissioners from the thirty-one counties in Eastern North Carolina served by Caswell Center. In June a Questionnaire was sent to the Commissioners asking if they would like to visit Caswell and in which areas of the work they were most interested. The aim was to give the Commissioners information concerning present philosophies and practices in mental retardation and to discuss how the Center fitted in to the general plan. Mrs. Margeryfay Cramer organized the workshops.

Dr. Harold Holland, Assistant Deputy Commissioner in N. C. Department of Mental Health, said at Caswell on October 10 that it would be possible with the help of Federal Funds obtained through the Social Security Act for severely retarded adults to earn the minimum wage working in sheltered workshops. Through the Public Housing Rent Supplement Act they could spend part of what they earned to obtain living accommodations in the community. This situation of course would demand an advocacy system.

Mrs. Margaret Tisdale, R.N., Director of Nurses, and Mrs. Eva Sewell, R.N., attended the North Carolina State Nurses Annual Convention in Asheville in October.

Mr. Darrell Arnold, School Principal, attended the N.A.R.C. National Convention in Denver, Colorado in October.

Pearl Adkins, Melvin Kurzer, Norman Polk and Jean Tabory attended the 17th South Eastern Regional A.A.M.D. Convention in Tampa, Florida. Mr. Kurzer is Chairman of the Social Work Section and Mr. Polk and Mrs. Tabory read a paper to the Chaplains Section.

Mr. Darrell Arnold, School Principal left on Friday December 31st to take up a position as Education Administrator 1 in the Department of Public Instruction in Raleigh. Mr. Robert Moody is now Principal.

Children at Western Carolina Center trained with the Green Berets in 1971. After physical training the children and the Green Berets moved to a training area in the National Forest to learn first aid, basic survival, climbing, rope bridge building, shelter preparation and the use of an army river boat. Said Lt. McCook, "We're training them as we would other children that aren't handicapped. It's pretty rigorous and we don't soft-sell anything. They're accepting the training well. It's really fabulous." There were four training cycles of four days each. Twenty-two children were involved in each cycle. An evaluation is being made and if the project is termed successful similar projects may be held each year involving the Special Forces and the Center children.

Dr. Mary Ann Harvey, chief of nutrition at the Child Development Center of University of Tennessee Medical Units, believes every child, regardless of degree of retardation, could learn to feed himself if there were enough people working with children in this area. Dr. Harvey believes that with a one-to-four worker-child ratio even the profoundly retarded could learn self-feeding. Manpower shortage makes this impossible.

OFF-CAMPUS VOICE

AN EMPLOYER SPEAKS

(Nancy spent nineteen years in an institution in the state in the north. Mrs. Widder lives in that state.)

It is difficult for one to know the impact which one makes on the life of another human being. Nancy is a retarded girl, age 36, who has been employed by our family for nearly two years. To many she may be considered our domestic but to me she is a precious, loving human being who has many needs which I am seeking to fulfill. At times, I, too, become frustrated and feel that all my efforts are unappreciated; but then, I tell myself, the depth of the numerous acts which I do for this girl cannot be fully understood or comprehended.

Nancy is a loner-type and forever seeks my guidance. She has difficulty making friends as she wishes an undying friendship in another human being. However, I have become somewhat of a social director and am always on the look-out for new acquaintances. I also find wholesome constructive outlets and activities for Nancy's spare time. Unfortunately, the leisure time category is difficult for Nancy to fill as she becomes bored so quickly. However, I am a teacher and, since I realize many of her needs, I've begun teaching Nancy to read and write.

Nancy is very sweet, gentle, neat and forever trying to put her "best foot forward." She loves her job here and considers this her home and we are her family. I have become her "mother" and she, "my daughter." She is very vulnerable and we only hope and pray that she will not be led astray, as we love her dearly.

Nancy has much perseverance and the quotation by Ralph Waldo Emerson, "Write on your hearts that every day is the best day of the year" exemplifies Nancy's work and her attitude toward life.

Brenda Widder

WINDS OF CHANGE IN THE CLASSROOM

(From page 5)

physical, mental, and social capabilities of children selected on the basis of handicaps in these areas. Based on many research findings which indicate the need for early stimulation, specific language experiences with adults, and varieties of learning opportunities, the project appears most promising. If carried out more widely, such projects could help prevent the damage of later failures and could reduce the demands for institutional placement. The Wilson County Board of Education is to be congratulated for its leadership in promoting this farsighted project.

Sarah Bardin

COMMUNITY LIAISON TEAM

(From page 7)

where needed on behalf of individuals or programs. During the past year, the team visited mental health clinics in Elizabeth City, Wilson, Kinston, and Roanoke Rapids.

Mrs. Katherine Barrow is secretary to the Liaison Team, and she handles phone, typing, residents, parents, staff, and children, with skill and charm.

Sarah Bardin, Psychologist

2
37/2

North Carolina State Library
Raleigh

N. C.
Doc.

The CASWELL NEWS

THE CASWELL CENTER - KINSTON, NORTH CAROLINA

TO REUBEN 1893-1972

(Caswell resident 1923-72)

R ich he was in

E verything that matters

U ltimately,

B ecause he served his fellowmen with gladness

E ver willing to perform his chores with
friendly smiles.

N ow we must struggle on without the grace of
his example.

April, 1972

Volume XXXVII Number 2

The Caswell News

Volum XXXVII - No. 2 KINSTON, NORTH CAROLINA, APRIL, 1972 $1.00 Per Year

Published quarterly for the benefit of Caswell Center and for the information of the citizens of North Carolina.

Frank Badrock, M.D. ....Superintendent
Mr. S. H. Stroud ....Business Manager

Editor ....Jean I. C. Tabory
Associate Editor ....Pearl L. Adkins
Circulating Manager ....Vickie Howell
Treasurer ....Mrs. Evelyn Carlisle

SIMILARITIES AND DIFFERENCES

There are certain people who merely by being in the same place at the same time every day bring a sense of order and security into our lives as does the mother who is there every day when her child comes home from school. Such were Paul Wagstaff and Reuben Fleming who were in the habit of sitting at the center of things at Caswell in the Cottage Life Basement and the Administration Building. Reuben was a resident. Until too feeble with age to run errands he was a messenger in the Administration Building. When no longer a working resident he sat on a bench outside the post office waiting for the mailman. He had a smile for everyone.

Mr. Wagstaff was a Cottage Life Supervisor. He worked here for twenty-seven years and always had a laughing word for everyone.

Now both have gone and we miss them, as we pass the places where we were wont to greet them. Death is the ultimate normalizer. In its shadow we realize that the differences between the brightest people and the dullest are rather trivial.

In the midst of life some of us stress differences and refuse to accept deviants so it is our task to train the retarded to behave in the same way as other people so that many may be able to live in the community and escape the dehumanizing effects of living in large institutions.

Sometimes it is necessary to persuade those who do the training that community living is a desirable end. Some cottage parents fear that the retarded will be exploited. Some think they are just not capable of looking after themselves and will be miserable without the type of care offered here. Some say that young and middle-aged adults will not have the recreational opportunities they now have. Some suspect that those who promulgate the normalization principle most enthusiastically have had very little experience of being with the retarded for eight hours a day.

Cottage parents are not alone in their anxiety concerning the exodus from institutions. David Rosen, Chairman of the National Association of Superintendents of Public Residential Facilities wrote:

"Placement of retarded persons into the community has raised serious objections from several areas. The crux of the objections appears to be two fold. 1. A dearth of services in the community which effectively reduces the impact of, and support for, a community system of services and, 2. the absence of a person or agency clearly responsible for the delivery of adequate and meaningful services.

The valid objections, whether raised by parents and the community or the institution's professional and lay staff, clearly identify a major deficiency even when services are offered, namely accountability."

He points out that in an institution the superintendent is legally accountable to his supervisors, to the parents, and to the clients. Parents have realistic fears concerning the absence of a permanent accountable advocate for their child after their death.

Practical steps must be taken if we are to overcome this attitude of hostility to community placement. Probably practical steps will not be enough. It seems that the kindest people have an unhelpful attitude to the retarded.

Recently after a visit to Germany the Moderator of the Church of Scotland wrote:

"I visited Bethel on the outskirts of Bielefield in Westphalia a suburb given over wholly to the care of 7000 epileptics and mental defectives, all of the most acute kind. The 3000 nurses, teachers, and others also live in the suburb which is one great area of caring. Never was there more patient dedicated devotion than is lavished upon these tragically handicapped patients in the effort to make meaningful for them a life in which they start so far from scratch."

To many people the sound of the words "mental retardation" triggers the response "how tragic." This is a paradox to Hayakawa, one of America's leading authorities on Semantics, because one of the happiest members of his family is his mentally retarded son Mark.

Perhaps it is time we changed our attitude. We could try to view the retarded as people—some good, some bad, some happy, some sad, and none helped by constant over-protection. Before you murmur that they have the minds of children ask yourself which of us, at times, doesn't.

TWO VOICES SPEAK ABOUT A NEW PROGRAM

(The Attendant Training Toward Normalization of the Retarded Adult Program ran from January to April. Thirty seven cottage parents were trained. Now they will use their training in the buildings where the adult residents live.)

1st Voice

On January 15, 1972 a selected group of cottage parents became involved in formal classroom instruction in normalization principles and techniques in behavior modification. These trained people will intensify training sessions with the adult retardate to enable him to become more self sufficient. The cottage parent accepts his role change from custodian to trainer and sees the resident as one with abilities to perform. The trend to place some residents back in the community is a great concern to the staff. The main concern seems to be the reaction of the public toward the ones who have been condemned as deviants and institutionalized for so long. Will the public accept them as people with handicaps or will they see them as socially unacceptable?

Social service workers attempted to help the cottage parents to see the role social service would play in placement as well as the role of Community Resources in follow up.

Cottage parents see this program as something that must be done but many questions remain unanswered. There is some skepticism present in the groups as to how the resident will get along outside, even after training. Cooperation of the groups who are to implement this program will be assured since the goal is to help the resident to develop to his potential, whether he remains in the institution or goes back to the community. Feedback after placement will be helpful to the cottage parent and would help them to establish realistic attitudes toward the program.

Iris Jackson, R.N.

2nd Voice

Perhaps weary of watching residents under twenty-one receive most of the program surge, cottage parents in the adult units decided that something had to be done. With the help of In-Service Training, the cottage parents are participating in daily, two-week sessions during which they have the opportunity to learn what is new in treatment, general programs and community planning. Equally important, they are sharing attitudes and ideas with other professionals so that, whenever possible, the residents' social and individual needs can be properly recognized and enhanced.

Within the living unit, cottage parents have long recognized that the dependency of the resident creates many problems in the resident's social functioning. Cottage parents know only too well how the residents react to frustration and general stress as well as how they cope on trips and job assignments in the community. In an effort to help each resident reach his or her maximum potential, whether at Caswell or in the

(Please turn to page 4)

OFF-CAMPUS VOICE

A TASK FOR THE CHURCH

(Mr. Cabell is the seminary assistant at the First Presbyterian Church, Kinston. At the invitation of Mr. Polk, our chaplain, he spoke to a group of cottage parents in the Attendant Training Toward Normalization Program in In-Service Training.)

As a result of the new policy at Caswell of trying to prepare as many of the residents as possible to return to near-normal living situations, an increasingly large number of mentally retarded persons are being assimilated back into the community. We should begin to think seriously about how we can help to ease the trauma for these people as they make their re-entry into society.

Following the way of Jesus Christ whose ministry was especially directed toward the sick, the afflicted, and the poor, the Church has traditionally been concerned with people who have special needs. And so the specific question should be raised, "How can the Church be of assistance to the mentally retarded who are struggling to return to normal patterns of living?"

The key word for the Church, it would seem, is the same as the word that was crucial to Jesus in his ministry: acceptance. The Church as an institution, as well as the individual members, must accept the mentally retarded person as a human being, a child of God possessing the same worth and dignity as any other man or woman. Specifically, this means treating a mentally retarded adult not as an immature child but as an adult who experiences the same emotions and feelings as you and I.

A Caswell resident leaving the center to live with his family or in a family care home should not be told by his family or the owner of the home that he must join a certain church and be regular in his attendance. Rather, just like you or me, if he decides to join a church (and hopefully he will be encouraged to do so), he will be given the opportunity to join the church of his choice, and then not be made, but rather encouraged, to be active in the church. In many areas, the ministers of various churches visit newcomers to welcome them to the community and invite them to attend church. Let no minister be guilty of failing to call on a person new to town because he has come from a center for the mentally retarded! To do so would be not only cruel, but also a denial of personhood. People with special needs (such as the mentally retarded) can be among the most faithful members of a church.

The members of a congregation can also be quite helpful to a former Caswell resident attending their church. Primarily, they can make him feel welcomed not as a person with special needs, but as a regular member. He should be invited to join a church school class, and to participate in

(Please turn to page 4)

REHABILITATION THOUGHTS

When humans are involved with helping other humans, many problems and questions arise that hardly ever get solved or answered. It is much easier for a scientist in a laboratory to solve a complex research problem than for one human being to understand and help another, although many books have been written on this "helping process." In applying this dilemma to the situation we have at the Rehabilitation Facility, we have endless decisions to make regarding which helping procedure to use. When a person is placed at the Facility we have two major concerns that go hand in hand. The client is studied as a group member of society and as an individual apart from society.

To give one example of this process, we will examine the imaginary client, Ralph. Ralph comes to us from a family of eight. This in itself can begin to tell you a lot about Ralph, as a group member. The home situation is studied and we find that Ralph comes from a poor family. Now we see Ralph as an underprivileged child—another group factor. We can almost predict some of Ralph's behavior, but we must not, due to the individual part of Ralph—his personality. The difference in Ralph's behavior and someone else's from similar environments is labeled as personality characteristics. An example is the fact that Ralph may take out his anger on other people whereas someone from a similar background would take out his anger on himself. There can be no research problem more complicated than the separation of a person's group behavior from his individual behavior. This is why we fail so many times to understand our client and his needs.

Hopefully Ralph will pick up good group behavior which will lead to good personality adjustment, although, who is to say which comes first. At the Rehabilitation Facility we try to stress good group behavior. When individual problems come up, they usually are handled separately, but there really is no way of separating group behavior from individual behavior.

This writer would not even attempt to solve the dilemma of separation of these two phenomena. Hopefully it will make us aware of what is going on around us—the people who are involved in the "helping process."

Mary Ellen Gulledge

Two Voices . . .

(From page 3)

community, the cottage parents are learning new ways of approaching resident adjustment, not only in terms of self-care but also in the resident's ability to cope with personal matters in the outside world.

This willingness to expand the existing quality of cottage parent care, in the sense that it more than ever recognizes the need of residents, is a splendid objective. Let us lend the cottage parents the support and encouragement they need.

Mary Ruth Divine
Social Work Supervisor

REPORT ON A WORKSHOP

A gap of communications and understanding was bridged between social workers and nurses, who took part in a workshop March 16 and 17, on the Caswell campus. Nurses and social workers from Caswell and O'Berry Centers participated. Guest workshop leaders were Miss Helen Beck, author of **Social Services to the Mentally Retarded**, and currently school social worker in the Department of Special Education, Westport, Connecticut, Miss Helen Tighe, nursing consultant for mental health, North Carolina Department of Mental Health, and Mrs. Anna Hill, nursing consultant for mental health, Western Region, North Carolina Department of Mental Health. The workshop was sponsored by the Caswell Center Department of Social Service and the Department of Nursing.

The roles of the two disciplines, in relation to each other and in relation to the clients, were explored. Perhaps many of the breakdowns in comprehensive care that have occured in the past will not occur in the future. Miss Beck, Miss Tighe and Mrs. Hill effectively pointed out the strengths and weaknesses of past situations shared by both disciplines.

The institution's function in preadmission, admission, residence, discharge, and post-discharge was explored. Emphasis was placed on the fact that each client be seen as an individual, with a family who is affected by institutionalization and return to the community as deeply as the client Working with families was stressed as was the utilization of resources which are located in the client's home community.

Janet Roberts, R.N.

Off-Campus Voice

(From page 3)

various church activities. The important thing i to make certain that he feels as much a part o the church as anyone else.

Finally, we should observe that churches i the vicinity of centers such as Caswell can be o great service to residents who cannot return t the community. Occasionally a church will sponsor a special service for some of the residents such as at Thanksgiving, Christmas, or Easter, and these are always gratefully received. But some o the residents would like to attend an "outsid church" more often, and this is where families i local congregations could be of assistance: b coming to the center and taking a resident t their own church. Such an opportunity is considered a real privilege by the residents, for ver rarely are they able to leave the campus.

It goes without saying that the Church is no doing enough for the mentally retarded at presen Hopefully as it becomes more aware of the need of these people, it will take an increasingly activ role in ministering both to those who are bein assimilated into the comunity and those who ar remaining at centers such as Caswell.

William Cabell, Jr.

FROM CURRENT LITERATURE

"Reasonable Risk"

Do we at Caswell endanger the human dignity of the retarded? Before you answer think about this paragraph written by Robert Perske, Executive Director of greater Omaha Association for Retarded Children, in Mental Retardation, February 1972.

"For many who work with the retarded the term 'mental retardation' triggers such action words as 'protect', 'comfort', 'keep safe', 'take care', and 'watch.' Acting on the impulses, at the right time can be benevolent, helpful and developmental; but if they are acted upon too intensely, or if they are used exclusively without allowing for each retarded person's individuality and growth potential, the retardate becomes overprotected and emotionally smothered. In fact overprotection endangers the retarded person's human dignity and tends to keep him from the normal taking of risks in life which are necessary for normal growth and development."

Backed by a Rosemary Dybwad award from the Association for Retarded Children Mr. Perske travelled in Scandinavia to study the way in which the Swedes and Danes give human dignity to their retarded citizens. The author gives examples of how they have attempted to put a normal reasonable amount of risk back into the lives of the retarded in four areas.

1. In Community Experiences

   In Stockholm there are 24 clubs each having about twenty members taking part in a wide range of educational and recreational activities. Mentally retarded youths and college students are co-members. To be a member a retarded person must show he is capable of finding his way from home to the clubroom downtown.

   Members are required to do things they have never done before. For example a group may travel for a program to a part of the city they have never visited before. After the program each is required to find his way home alone which may involve asking strangers for directions and, finding the right bus, subway etc. Sometimes on outings the leaders are "called away" and the retarded persons have to entertain themselves.

2. In Industry

   Throughout Sweden and Denmark retarded persons were seen operating heavy-duty punch presses, drills and saws while they did simple repetitive operations on such things as Volvo automobile fenders, brass fittings, and furniture. The risks they took were normal for industries in these countries.

   A 19 year old mongoloid man was seen sitting at a large punch press with all its mechanical shafting and mechanisms standing 10 to 12 feet high. There would not have been much of his hand left had it got in the way. In Örebro the Frykstagarden workshop has a work force of 15 deaf mentally retarded adolescents and young men who turn out routine machined items on heavy duty lathes. A foreman told Mr. Perske, "That's not easy. A regular worker can hear when the machinery is going to break and fly in his face. These people can't hear so I teach them to watch things with an alert eye."

   The foreman of these workshops are not overprotective. They expect their workers to be safe and for the most part the workers live up to their leaders' expectations.

3. In Heterosexual Relationships

   In building close creative human relationships there is always the risk of failure and pain. "We have," wrote Mr. Perske, "still to evaluate completely what we do to the human dignity of a mentally retarded person when such relationships are denied. Now we are beginning to wonder about our 'safe' segregation of men and women—sometimes for life."

   He describes the relationship of a spastic man 26 and a spastic woman aged 21 who are employed in the Frykstagarden workshop. Bö and Marie are, with professional help working out plans for the day when they can live together and have a close relationship.

   Older men and women who have lived many years in institutions are given the chance to attempt a life together when the risk of failure is not great. Throughout Denmark and Sweden there is a movement away from segregated dormitories for men and women.

4. In Building Design

   In the past architects in both America and Scandinavia have drawn up plans for "heavy-duty" and "super-safe" facilities for the retarded. In both countries we are now coming to realize that the most human facilities are those not specially built for the retarded but built for other purposes and then rented. In Denmark and Sweden new institutions for the retarded are being designed with plenty of glass, many doors to the outside and lots of brightly colored fixtures and furniture. Beautiful hanging lamps can be seen everywhere and nobody is swinging on them. Beautiful but dangerous spiral staircases are often seen. We say something to the retarded people who live in the building we built for them. Mr. Perske writes, "We can say, 'we will protect you and comfort you—and watch you like a hawk!' or we can say, 'You are a human being and so you have the right to live as other human beings live, even to the point where we will not take all dangers of human life from you.' "

Do we respect the human dignity of the retarded at Caswell? Why do we tend always to call them children no matter what their age (or their level of ability for that matter)?

In the Kinston Free Press recently there appeared a complaint from a lady in a Rest Home for old people. She wanted to know why visitors always treated the residents as though they were two years old.

KING FOR A DAY

How important are words? "Very," we professionals answer. We all have our favorite phrases. In the mental health field two of these are "the therapeutic team" and "milieu therapy," and indeed nobody can deny that it often takes more than one person to help a fellow human being and that some environments have more life-giving properties than others.

Sometimes we are too narrow in our interpretation. We tend to think of the therapeutic team as the nurse, attendant, social worker, teacher, etc. At Caswell our team is bigger than that for it includes everybody who works here.

The ladies in the Shoe Department did some very good team work this week when they gave a party in honor of Jesse from Tapp 4 on his seventieth birthday. The attainment of three score year and ten is something to celebrate and the celebration was glorious.

Jesse sat at a gaily decorated table alone. On it were packages, a cake and other delights.

The hostesses, Mesdames Doris Whaley, Mildred White, Edna Elmore and Isabelle Rogers and other guests sat nearby.

Everybody enjoyed the delicious cake but the guest of honor proved he enjoyed it most for he ate seven slices.

"He likes it because it's something he doesn't get in the dining room," said Leonard Eaton, cottage parent.

"It's easy for him to eat it without teeth," murmured a lady.

"He can eat anything without teeth," laughed Eaton. "He ate a pork chop at lunch today."

James Taylor, cottage parent, was also a guest. So were Danny and Ted, working boys in the Shoe Department.

When the cake with its pretty blue flowers of icing had almost disappeared Jessie opened his gifts. He cannot talk but his grunts of satisfaction were very meaningful. He received a purse, a billfolder and a pale blue shirt from the ladies. "We thought this would suit Jesse" one explained and it certainly was just the color to set off his white hair and blue eyes to advantage. He also received a name tag which he attempted to pin on at once. He knows that that is what cottage parents wear. Wearing it will make him feel important.

Some guests gave him money. Jesse likes to save his money and keep it in a little bag.

Mrs. Julian Kennedy, executive housekeeper summed up the matter when she said, "He's King for a Day." Jesse has earned the honor. He came here in 1917 when he was fifteen years old and has worked hard for a long time. For many years he worked on yards. A report made in 1952 states, "Jesse is a very hard working imbecile man."

It is not only on special occasions that Jesse obtains milieu therapy in the Shoe Department. Now in his retirement he strolls over there every afternoon and is given a soft drink, some food, and friendship.

How important are words? As we all know not so important as deeds. Jesse cannot talk but he has lived a useful life and he appreciates the value of what the ladies in the Shoe Department give him.

BOUQUETS TO

Ronnie Bradham who won 3rd place in the whole state in a Christmas Card Design Contest organized by the Association for Retarded Children. His work will be sent to the Regional Contest. The work of the three winners there will go to the National Contest. The three winners there will have their work reproduced as Christmas cards to be sold by the National Association for Retarded Children.

* * *

The relatives of Molly Van, especially her uncle Bob, who in memory of a relative donated a large sum of money which was used to buy much needed new wheel chairs. Said one cottage parent, "They couldn't have given anything more appropriate."

* * *

Clara, Donna, and Katie who took Easter baskets they and some other ladies in Johnson 4 had made under the direction of the Chaplain to Crippled Children's Hospital #2 where an Easter story was told by a psychologist.

* * *

The resident's sister who gave $25.00, the residents who gave their working money and money given to them, and Mr. and Mrs. Prentiss Outlaw who brought the fund up to the total needed for making it possible for fifty four residents in Austin B to eat in a restaurant. And to the cottage parents who organized the affair. For some residents this was their first visit to a restaurant.

* * *

The Young World Singers from Vanceboro, N.C. who came here to sing, play drums, guitars and the piano, and give testimonies. And to Hulan Whitehead, a former Caswell resident, who organized the visit of this very popular group.

* * *

Joe Pipkin who dreamed up the idea of ordering a model electric railroad to educate and delight some non-ambulatory residents in Crippled Children's Hospitals #3 and 4.

* * *

The Cloggers from E.C.U. who gave a demonstration of square dancing and then invited the residents to join in.

* * *

The girl scouts in Troop 490, Caswell's Troop who gave a party in the Central Hospital on Valentines Day and were hostesses to all the Gir Scouts in this area on Thinking Day. Their leaders are Mesdames Wanda Bynum, Sylvia Kellerhouse Linda Shingleton and Elizabeth Simmons. They are sponsored by the Kinston Elks Club.

* * *

To Mr. Mark Green announcer, for his courteous attention to a group of boys from Tapp to whom he gave a conducted tour of WISP Radio Station.

* * *

Mrs. Nobles of Tarboro who every year gives a Valentine party at which she sings and plays the accordian to the women in Johnson 4.

* * *

Mesdames Alease Rouse, Georgeann Pelletie and Dot Matthis in the Home Economics Department who work very hard indeed to see to it tha each girl in their classes has a new dress for Easter and to the Volunteers who organize the distriution of donated dresses and buy much needed xtra large dresses.

* * *

The family of Joseph Sutton of Pollock A who gave Easter parties to two hundred guests from Pollock A and B, Cartwright and Tapp 4.

* * *

The Manager of Winn Dixie in Vernon Park Mall who gave seventy bags of Easter Candy to be distributed by the Chaplain on Easter Sunday.

* * *

The cottage parents in Pollock A who gave hree magnificent lilies to beautify the chapel at Easter. As we all know it is normal to have lilies n Church at Easter. One was placed on the piano, one on the organ and one on the Communion Table.

* * *

To Mr. Leo Tilghman whom the boys in Tapp 1 iked so much that they asked if it would not be possible to give him a staying present instead of a going away present. "Pappy" as he was know to verybody resigned at the end of March after 17 years of service here.

———o———

SPOTLIGHT ON A WORK AREA IN-SERVICE TRAINING DEPARTMENT

There is at present in America a widespread evolt against boring assembly line jobs. Corporate executives, union leaders, government officials, and labor experts are debating whether a new work force has emerged that will increasingly demand jobs that fulfill creative needs as well as provide food and shelter. In a University of Michigan survey when workers were asked to rate 25 aspects of their jobs in order of importance, interesting work was ranked first and pay second.

Of course work at Caswell cannot be compared with assembly line work because here we have the nterest of working with human beings but all jobs become more interesting and creative if we know more about what we are doing and why we are doing it. This type of knowledge as spread abroad at Caswell in the In-Service Training Department.

This is a relatively new department having swung into action in 1966 with a grant obtained rom the Department of Health, Education and Welfare in 1965 for the purpose of setting up programs providing formal classroom instruction for non-professional child care workers. The grant has now expired but the programs are alive and well.

They are also varied and all-embracing. Employees in every department have the chance to attend a three day orientation program to get some idea of the history, philosophy, organization and current operation of the center. A basic course and an advanced course are offered to cottage parents. The basic course includes a First Aide Course upon completion of which a Certificate is rewarded.

The latest course given to cottage parents is an Attendant Training Toward normalization of the Adult Retardate Program described elsewhere.

The In-Service Training Department conducts continuous education for Licensed Practical Nurses and education for Nurses' aides. In the near future registered nurses under the leadership of mesdames Perry and Roberts will study packets on the legal and ethical aspects of nursing put out by the American Nursing Association.

Vocational Rehabilitation Clients from the Vocational Rehabilitation Facility are trained to be Nurses' Aides in the In-Service Training Department. This training is very popular and students are carefully selected.

Mrs. Perry coordinates an affiliation program with Lenoir Memorial Hospital School of Nursing. Each student nurse spends seven days here observing, touring, attending lectures and doing practical work for the purpose of learning something about mental retardation. Usually this happens in the second half of the second year of her training.

The motivation program operates under the aegis of the In-Service Training Department. This is an adaptation of the remotivation technique first worked out by a nurse in California and now used to help to bring mentally ill patients back to reality. It is a means of stimulating the residents, and of finding out what they can do, and in what they are interested. To some motivation gives their only opportunity to be part of a small group.

The staff in In-Service Training has grown. In 1966 there was only a nurse-instructor, Mrs. Virginia Perry, R.N. who is now In-Service Training Director. Working with her are Mrs. Iris Jackson, R.N. Nurse-Instructor, Mrs. Janet Roberts, R.N. Nurse-Instructor, Mrs. Gloria Myers, L.P.N. Special Nurse-Instructor, Mrs. Essie Barwick, Motivation Aide, and Mrs. Margaret Stafford, secretary. Mrs. Jackson coordinates motivation and works with cottaage parents, Mrs. Roberts works with nursing staff and Mrs. Myers works with Rehabilitation Clients.

The ladies on this team widen the horizons of many people who spend their time working with retarded people. Their enthusiasm is infectious and the important thing is that it reaches the residents via cottage parents and nurses.

———o———

TRUMPET CALL FROM RALEIGH

For a number of years personnel employed in institutions, communities and state offices have been extremely frustrated in their efforts to obtain money to fund programs which would provide alternatives to institutionalization. Many countless hours have been spent writing grants and state budgets which have never been funded. This has created "what's the use" attitude among many people.

Recently, however, persons working in mental retardation services have begun to realize that the normalization principal must affect not only the mentally retarded but their own professional outlook as well. For funding purposes professionals are now looking at individuals called mentally retarded first as human beings then as mentally retarded. When one makes this commitment, new horizons and options become apparent. Instead of asking what federal and state monies are available for group homes for the mentally retarded, one asks, "What federal and state monies are available to provide housing for persons who do not have housing?" There is a distinct difference.

Since the mentally retarded very seldom vote and are very few in number, they offer only limited voice to asking for their share of public services. The poor and aged, however, are much more in the public eye and have available for their use broad funding mechanisms through the Social Security Act and the Department of Housing and Urban Development.

By opening our vision from the constraints of a disabled orientation we are able to see parallel problems among persons catagorized as handicapped. Since HUD builds and assists in building housing for most of the citizens in North Carolina, through FHA and VA loans, we should ask ourselves, "Why not homes for the retarded?"

Opportunities are available through these agencies to develop a wide variety of housing programs utilizing both public and private mechanisms. Though the stipulations and housing regulations are assigned primarily for the aged, various types of group housing for the mentally retarded can be financed. This housing meets standards above the most extravagant dreams of most employees of state institutions for the mentally retarded. In institutional planning when someone suggests private bedrooms and private baths for non-married adults, there is an automatic response that the legislature would never fund them. However, these have long been a basic requirement in public housing regulations. Thus, when we are able to free our minds of our own beliefs that persons labeled mentally retarded don't deserve as much as we do, we are able to envision new service patterns similar to what we would want for ourselves and loved ones.

This same trend and principle holds true in the area of program development. Through Title 16 of the Social Security Act, funds are available to match local and state monies at a 3 to 1 ratio for services designed to return disabled adults from institutions back into the communities. Through acceptance of the normalization principal we are able to use these programs to enable our mentally retarded citizens to take part in their own communities through the development of sheltered living and working programs. To do this it is of the utmost importance that professionals, parents and surrogate parents of the mentally retarded believe that all persons can develop and grow. This same belief which I have referred to as a normalization principal is as American as the Statue of Liberty. Our own United States Constitution reinforces this idea that "all" persons should be viewed as equal. As the constitution gave hope to our forefathers to escape the poverty and lack of self-fulfillment of their homelands, the same American dream can be the hope for the future for those persons whom we have called mentally retarded. The development of various services and living arrangements in the future will require the same dedication on the part of mentally retarded persons and those working in their behalf as did the development of our free land in 18th and 19th century America. The development of these services can offer a new frontier to each of us.

Dr. Hal Holland

SPECIAL ANNOUNCEMENT

Miss Sarah Claytor, our Circulating Manager has resigned after twenty nine years of service here. She was the superintendent's secretary. At a social gathering on March 3rd she was presented with a London Fog Coat, an umbrella and an engraved silver tray. Guests signed their names in a black and gold book made and designed by Mrs. Mary Ellen Collins.

Mrs. Vickie Howell is now circulating manager.

Look out for Miss Claytor's reminiscences of Caswell over the years in the next issue of this quarterly.

FACTS AND FIGURES

As of April 1, 1972 the total population at Caswell Center stands at 1782 (936 males and 846 females) with an average daily population of 1734 (920 males and 814 females).

During the last quarter (January, February and March) there were 18 (9 males and 9 females) admitted. Fifteen (7 males and 8 females) were first admissions and 3 (2 males and 1 female) were readmissions.

During the same quarter there were 24 (12 males and 12 females) discharged. One (1 male) was direct, 23 (11 males and 12 females) were discharged from placement. There were 3 deaths (3 males).

Eleven (4 males and 7 females) applications were received. Applications on Waiting Listing as of April 1, 1972—none.

DO YOU KNOW?

On January 1, 1972 Dr. Lenox Baker, orthopedic surgeon, assumed his duties as secretary o the Department of Human Resources. The new department was activated in January. In it thirty two existing social service agencies, including the Department of Mental Health, will be reorganized into one department. The underlying intent o the Governor and General Assembly in reorganization was to improve services at reduced costs.

* * *

According to The Hartford Courant of Wednesday, March 22, 1972 a survey just completed by Gareth D. Thorne, deputy commissioner for Mental Retardation in Connecticut, and a former Caswell employee, shows that there are 1,530 person in all state mental retardation institutes in tha state who should not be there. This means that th state could save $3,060,000 a year if they could b sent back to the community. As the "average" retardate spends 30 years in an institution tha means that the state could save $91,800,000 in th next thirty years.

It is not just to save money that the expert want the retarded to live away from large institutions where normal lives cannot be lived. A 196 report by the President's Committee on mental retardation says we still have inhumanities in ou treatment of the retarded. They include denial o property rights, denial of human contacts an perceptual stimulation, restriction of movemen and communication, denial of wages for work compulsion to use non-private toilets, denial o privilege to wear clothes, behavior control b means of medication rather than education o guidance, and enforced idleness.

2
:37/3

North Carolina State Library
Raleigh

N. C.
Do

The CASWELL NEWS

THE CASWELL CENTER - KINSTON, NORTH CAROLINA

FREEDOM

AH! Freedom is a noble thing!
Freedom makes man to have liking;
Freedom all solace to man gives;
He lives at ease that freely lives!
A noble heart may have none ease,
Nor anything else that may him please
If freedom fail; for free liking
Is yearned for over all other thing.

1320?-1395

John Barbour

JULY, 1972

Volume XXXVII

Number 3

The Caswell News

Volume XXXVII - No. 3 KINSTON, NORTH CAROLINA, JULY, 1972 $1.00 Per Yea

Published quarterly for the benefit of Caswell Center and for the information of the citizens of North Carolina.

Frank Badrock, M.D. ....Superintendent
Mr. S. H. Stroud ....Business Manager

Editor ....Jean I. C. Tabory
Associate Editor ....Pearl L. Adkins
Circulating Manager ....Vickie Howell
Treasurer ....Mrs. Evelyn Carlisle

LET FREEDOM RING

July is a good time for Americans to be thinking about freedom. Human beings ought to be thinking about it all the time for without it we lose our humanity. According to the Judeo-Christian tradition it is a gift from God, a gift that brought danger and dire consequences, but a necessary gift. To be human is to be free.

We have not remembered this in our dealings with the retarded. Rather, have we relied upon the limited slogan, "Safety First." Safety is important but to make it the highest value is to live a less than full life.

"Vacant hand and heart and eye

Easy live and quiet die."

But who wants such a life? And if we do not want it for ourselves why should we seek it for our fellow citizens who are retarded?

"We shall drain our dearest veins

But they shall be free."

So, according to a poet, the Scots spoke on behalf of their children as they faced the English foe six centuries ago. We may not have to die to see to it that the retarded are free but we will have to work hard to convince the general public that they are human beings capable of growth and development, capable of benefiting from education if it is appropriate, capable of doing useful work if somebody takes the trouble to show them how to do it, capable of living in the community.

When one speaks of freedom the important question is not freedom from what, but freedom for what. We want the retarded to be free to live as human beings. Normalization is a means to that end. Advocacy is a means to normalization. Speech therapy makes the retarded free to communicate. Those who taught Jim to walk as described in the article "T.L.C.". In A Warehouse" contributed to his freedom.

Workshops give the retarded the freedom t work. It is noted that Wolf Wolfensberger, th speaker at the Second Annual Mental Retardatio Day in Raleigh, is not in favor of sheltered workshops. He believes in sheltered work areas in normal industrial setting.

We must work hard to end the segregation o the handicapped, all the handicapped, not jus the retarded, from society. We strive for the da when in dealing with the handicapped we n longer think in terms of them and us. No eas task. But those who fight for freedom from oppression have always had a titanic struggle.

———o———

ON GIVING

It is more blessed to give than to receive. Bu sometimes we make it hard for others to give. W like the poor, the unfortunate, and the handicapped to be the recipients of our charity. W give because we admire ourselves as benefactors There is no blessing in this giving.

It is more blessed to give than to receive. Bu sometimes it is difficult to lay claim to this blessing. What if one is confined to a bed or to wheelchair in an institution, without money, without power, without normal intelligence? Then indeed giving is difficult. But not impossible.

When Sue May learned that Mrs. Betty Suddreth's daughter was going to be married sh made a pot-holder for her. What could be mor mundane than a pot-holder? Sometimes we ten to think that those working with the retarde could teach them to make something more imaginative than that but here was an occasion whe the ability to make a pot-holder enabled a retarded girl to show gratitude to a volunteer wh has worked with her for a long time. The gesture was appreciated. Mrs. Suddreth said, "Beth values that pot-holder. She knows how much time, effort, and love went into its making."

Bobby Gibbs never showed interest in th weekly parties given by Mrs. Broadwell and Mrs Clayborne, volunteer workers in McNairy. H explained to the ladies that these were Kids' partis and he was not a child. He is thirty-one

(Please turn to page 4)

REPORT FROM REHAB.
CASWELL'S LOSS - OUR GAIN

The Rehabilitation Facility has had two additions to the staff and we would like to welcome them. They are Mrs. Willie Sheppard and Mr. Will Winstead. We are especially pleased because they have had a great deal of experience working around the retarded at Caswell Center. Mrs. Willie Sheppard worked as a maid for Caswell Center and Mr. Winstead worked as a cottage parent for Tapp I.

These two friendly faces have eased a lot of nervousness felt by the Caswell client coming over for his 30-day evaluation. Also, they have made many of the staff members laugh quite often since they both possess a remarkable sense of humor. They both are employed as instructors which requires a great amount of patience and a good sense of humor. If an instructor did not possess these two traits he or she would not last one day at the Facility. That is why we feel honored to have these two people along with our other hard-working instructors.

In reality, it is a much harder job to get someone to do a task for himself than to just do it for him, although the rewards are so much greater for the client and the helper if the client can learn to do things for himself. This is the job of the Rehab. Instructor and we feel confident that with our two new staff members, our clients will receive that extra encouragement that a retarded person needs to accomplish and succeed on their own.

Mary E. Gulledge

———o———

FACTS AND FIGURES

As of July 1, 1972 the total population at Caswell Center stands at 1776 (937 males and 839 females) with an average daily population of 1713 (916 males and 797 females).

During the last quarter (April, May and June) there were 16 (11 males and 5 females) admitted. Thirteen (8 males and 5 females) were first admissions and 3 (3 males) were readmissions.

During the same quarter there were 18 (8 males and 10 females) discharged. Four (4 males) were direct, and 14 (4 males and 10 females) were discharged from placement. There were 4 deaths (2 males and 2 females).

Twenty-six applications (16 males and 10 females) were received. Number of applications on waiting list as of July 1, 1972—None.

———o———

BOUQUETS

to

The Brown Team which won the award for Sportsmanship on Field Day for the Academic School on April 19th and to the Blue Team which obtained the highest number of points on events.

Mrs. Nell Braxton who on hearing that a neighbor was going to have an open-air party for non-ambulatory residents from Johnson 4 and Parrott 3 in a group conducted by the Chaplain and a Psychologist invited them to come to her elegant patio. She also added a huge cake and donated a big bottle of coke when the drinks ran out.

Mrs. Hazel Rose, Cottage Life Supervisor, who was honored as mother of the year at a chapel program presented by the Pollock A boys directed by Mrs. Helen Nunn and other cottage parents.

The girls in the Home Economics Department who under the direction of Mrs. Alease Rouse, Home Economics teacher, presented a charming fashion show to the ladies attending the Spring Meeting of the Caswell Volunteer Service Guild on May 17 and to the volunteers who were awarded certificates for over a hundred hours of service. These were Mesdames Esther Barbee, Carey Boyette, Artie Broadwell (the record holder with 1,252 hours), Gray Clayborne, Elaine Hannan, Grace Harville, Isobel Johnson, Gertie Justice, Bertha Martin, Joyce Morehead, Emma Rice, Betty Suddreth, Dot Watlington, and Lucy Van Blon.

The women in Johnson 4 who raised enough money at a small bazaar at which articles made under the guidance of the chaplain were sold to buy two comfortable chairs and an end table for the unit. Truth compels us to add that Mrs. Mary Ellen Collins, secretary, added the finishing touches that made the articles pretty enough to sell. She also supplied many of the ideas. Mrs. Nettie Mitchell, Cottage Parent, bought the furniture.

The twelve girls and thirteen boys on the Caswell Special Olympics team who brought back thirty-six out of a possible fifty medals from the North Carolina Special Olympics organized by the Joseph P. Kennedy Jr. Foundation and held at Elon College on June 2, 3, and 4. Some of the Olympic winners will be chosen to represent North Carolina in the National Special Olympics at U.C.L.A. in August.

Hills Plant Farm from which came a donation of plants which have beautified the gardens in front of many buildings, to Jim Benton and his helpers who planted them, and to the residents and cottage parents who water them.

———o———

T.L.C. IN A "WAREHOUSE"

In this day when there are headlines in newspapers, radio and television about the abuse and misuse in state institutions - that all institutions are dehumanizing, and cannot meet the needs of the retarded, and hence no longer are necessary, it is refreshing to see and hear what can be done and does come out of these "warehouses" as large institutions are being described. Tender, loving care (T.L.C.), (please forgive the triteness) is still very much in evidence in the care and treatment of many at Caswell.

Jim, a 16-year-old Mongoloid, or one who has Downs Syndrome (the sophisticated term) came to Caswell on July 3, 1968. His family loved him dearly and must have had many fears and doubts when they left him with us on that July 3rd, but these doubts gradually were dispelled when they saw how Jim developed and had found a special place in the hearts of those who cared for him - for Jim soon became a pet in his living unit.

Because of Jim's lack of development and lack of physical coordination—that is his inability to walk, go up and down stairs, inability to carry a tray and feed himself to any degree and his lack of proper toilet habits, he was placed in a nonambulatory unit, the Crippled Children's Hospital I.

With his lovable and charming ways, he could easily manipulate people. However, he also had a stubborn streak, a trait so many Mongoloids seem to display. Although he quickly became a pet and to all appearances the Lord of all he surveyed, he soon realized there were limits, but he accepted these because he knew that those who set them did it out of love and kindness for him.

From the beginning it was evident Jim had some potential. The physical therapy department began working with him and for two years they diligently worked with gait training, going up and down stairs, carrying a tray and all the areas of coordination. This training was supplemented and complimented by the staff in the living unit with its patient, constant, firm and consistent training and disciplining.

Today, Jim walks. To be sure he is slow, deliberate and flat footed, but he walks. He carries his tray and feeds himself. This also is a slow and deliberate process—sometimes he eats only what he wants but one look at his solid, sturdy physique indicates there is no need to worry about his being malnourished. He is toilet trained too. The patience of Job has been necessary in accomplishing these tasks and is still necessary!

Along with his training in the unit, he learned to be a helper. He had the run of the unit—sometimes doing simple errands. He knew each one of the residents by name. He loved to help with the laundry. Oh to be sure, he might have been a hindrance at times. At juice time he was there to offer his assistance, no doubt as he knew he would get an extra glass or two of juice! At night he followed the nurse around who gave out the medication. His interest was not in the medication but in the apple sauce which was left over.

His family watched Jim's adjustment, his acceptance of Caswell and his progress with a warm outspoken joy and pride. They speak joyously of the time they took him home after he had learned to walk. For the first time in his life, he walked unaided the length of the block in front of his home. Knowing Jim, we are sure he wrung from this performance what every actor does when he knows he has an interested audience. For Jim, to be sure, is an actor with all the sense of timing any good actor must have! This is one of the traits that makes him so lovable.

Going home was important to Jim, but it was just as important to him to return to his friends. Upon return, he had a certain ritual. As he entered the building, his parents seemed to be forgotten. He immediately sought out "Mama P. Pate" (his name for the supervisor). He greeted her with a kiss and then immediately to his room he went to greet each of his five roommates by name. When he came to the last, "Pancake" he leaned over the bed and kissed him on the forehead. Why did he call this young man "Pancake"? No one knows but could it be because "Pancake" must lie flat on his back all the time? As always, the retarded have endless surprises for us as their minds work in mysterious and wondrous ways. At the end of this little charade, "Mama P. Pate" would remind him to go and say his final farewell to his parents.

At last the day arrived. Jim had outgrown his building. He needed to be with boys nearer his mental level and where there were more stimulating programs and activities. This move was not made without some pain—maybe more so for the staff to whom he brought a certain joy, a certain sense of accomplishment and some light hearted fun. There is no question Jim was missed and a tear or two might have been detected in the eyes of those who had cared for him ever since that day in July 1968.

Out of kindness and consideration for Jim who might have difficulty in adjusting to a whole different way of living, the move to Cottage I was done in steps—first by visiting a few hours, then a day, and finally to sleeping at his new unit.

Is he happy and content? It must be answered, we believe, by saying, "yes." He has intimated by simple words and gestures that Cottage I is his home. Does he ever look back and yearn for his life with "Mama P. Pate" and her staff? No one will ever know for as always it is difficult to know the real true feelings and the thoughts of the retarded, but from all appearances he is content and happy.

What about Jim? Has he suffered so much by being in a "warehouse," the name the experts want to tag to Caswell. To be sure Jim is only one case of many, but there are others—many others whose stories could be related. To be sure there are those who have not blossomed, and those who have been hurt by being here. But are there not those on the outside whose lives have been hurt and damaged by the environment in which they have been forced to live? Who is to be the judge? Are these "warehouses" so bad, especially in North Carolina? It is not the largeness that really counts. It is the people who work in them. People with love, kindness, understanding and compassion who work in these warehouses count. People like the staff of Crippled Children's I.

(Miss) Pearl L. Adkins
Social Worker

PLA:pt

On Giving

(From page 2)

They understood. When he was ill in bed Mrs. Broadwell always took him a drink. On the Friday before Mother's Day Bobby tried to tell Mrs. Broadwell something. She couldn't understand what he was saying. She followed his wheelchair to a drawer from which he took a beautiful mother's day card. He gave her the card with an apology for not being able to write his name and told her he wanted her to know he loved her. She was so overcome with emotion that she dropped a box of toys as she left the building.

It is more blessed to give than to receive. But one can make receiving an act of giving. Gratitude too is a gift.

FROM CURRENT LITERATURE

In view of the fact that most of us spend more time as adults than as children surely it is as important for society to provide jobs for the retarded as it is to provide education. If the retarded are to have the freedom to be human beings they must have the chance to work. For those not capable of competitive employment workshops are essential.

An article on this theme entitled "Workshops—Why, What, Whither?" appeared in Vol. 10 No. 3 of Mental Retardation in June 1972. The article has three parts and three authors.

Ralph E. Garner provides an historical note. In the distant past many handicapped individuals died with or without encouragement such as being left out on mountains. In the middle ages some disabled people found employment as court jesters and clowns. In 1840 a group in Massachusetts formed what was called a workshop. This was the Perkins Institute in Boston.

After World War I the government became concerned with helping disabled soldiers to become productive. Rehabilitation for citizens was the next step.

The retarded got into the picture through the National Association for Retarded Children which was born in 1950. By the mid 1950's the Association for the Help for Retarded Children established the first sheltered workshop training center for the retarded in the United States. Now there are hundreds of workshops. 30,000 mentally retarded persons were rehabilitated in 1969. More workshops for the retarded are being established almost daily but there are problems.

Robert F. Creasy discusses problems and solutions. He deals with location, staffing, community involvement, workshop programs, new jobs for the retarded and Single Disability Services. He points out that if workshops are established in areas with limited potential for economic growth they will have to struggle on with little support from business and industry. More must be demanded of the staff than a warm understanding attitude towards the retarded. It must be borne in mind that new skills are needed in this computerized age and many workers in traditional jobs are no longer required. Businesses and industries must be informed that many of the retarded find satisfaction in routine tasks that others find boring.

Mr. Creasy observes that the shrinking dollar has resulted in a greater interdependence among disability groups. We are moving away from specific disability services to functional service programs to meet the needs of all the disabled.

Gene H. Lacy writes the most informative section of the article. He defines workshops as they are today in America. The Wage and Hour regulations have dictated three ways of providing services to handicapped people. These are:

1. Evaluation and training facilities. These allow the operator to provide up to 18 months evaluation and training at basically no minimum wage. The Wage and Hour people have asked that a wage be paid but they set no amount. Most evaluation facilities are part of a larger program which provides employment if the individual is not able to enter the gainful labor market. During the training period the program should include the area of personal and social adjustment.
2. Sheltered Workshops. The Wage and Hour people issue a sheltered workshop certificate. Such shops are not governed by any time limits. However such a workshop is controlled by a minimum wage which can be paid.
3. Work Activity Centers. Certificates for these allow individuals to be placed in a work environment with no wage restrictions. Clients are paid solely on their ability to earn. If an individual earned more than $800.00 in a given year he would then be subject to placement in another operation or movement into a sheltered workshop. Work activity centers are designed to provide activities for people too handicapped to progress to gainful employment. The main purpose is to occupy the client's time.

A workshop could provide all three types of programs but in Mr. Lacy's opinion this would not be advisable.

He says, "The need today is in developing true sheltered workshops where employment is provided to handicapped people, and work activity centers, where individuals can be placed." He thinks that too many facilities try to perform the total task of evaluation, training, placement, and employment. This should be divided for efficiency. After evaluation and training those capable of gainful employment should be helped to find it. Those less capable should be placed in workshops. If later they progressed they could be gainfully employed. The least capable should go to work activity centers for which some might later progress to sheltered workshops.

A civilized society makes provision for all its citizens. To leave the handicapped to die on mountains or to sit in mournful idleness shut off from society is uncivilized.

———o———

LETTER RECEIVED

To Whom It May Concern:

In regards to Rebecca Lynn Foreman, our family wants to thank all personnel for all their skills, unselfish efforts for a most wonderful job done with Becky. She has changed more for the better than we dreamed possible. There is not words enough to express our feeling.

I wish all newspaper, State and Government Officials could see the improvement you have done for this child, maybe they would help the cause more for other children like her.

Our warmest wishes to all.

Yours very truly,
(signed) Warren J. Foreman

Seven year old Becky is a resident in Crippled Children's Hospital 3. She can walk. When she came she functioned at the profoundly retarded level of mental retardation but it was thought she had some potential for learning. The student evaluator discovered she was deaf. Now she has a hearing aid and glasses. Speech therapists, social workers, and nurses are working with her and she is making progress.

SPOTLIGHT ON A WORK AREA

The Communicative Therapies Division

This new Division of the Training and Education Department of Caswell Center reached full staff on June 1, 1972, assumed official duties on June 19, 1972, and occupied its new headquarters on June 23, 1972, with prime objectives of improving the communicative abilities of all with whom it deals and providing Communicative Diagnostics for all who need it.

The Communicative Therapies Division is staffed by four certified speech and language clinicians, two of whom are beginning work on their Masters Degree, one of them is three-quarters finished with the Masters Degree and is beginning to work toward the Doctor of Philosophy Degree. All the clinicians are also working toward the Certificate of Clinical Competency (the CCC) issued and administered by The American Speech and Hearing Association (ASHA). Also, on the staff is a schooled secretary with experience in the area of Speech and Hearing.

The headquarters building of the Communicative Therapies Division includes five fully equipped therapy rooms also used as offices by the speech clinicians, an audiological testing suit equipped to do most types of hearing testing, and a secretarial office. Therapy, however, is often done in the unit, out-of-doors, on field trips, and sometimes in the school classroom.

During the summer months, the Communicative Therapies Division is handling fifty-five children in direct therapy and providing screening services to any who are referred. The type therapy done during the summer is more-or-less language stimulation with much emphasis on off-campus activities. In the fall, the clientele should reach 175 to 200 in direct therapy while still providing screening and diagnostic work for all.

It would be impossible to reach all the people who need services in this area even within the age guidelines of up to 21 years old. Therefore, starting in the fall, consultation services will be begun for any staff of any department in an attempt to broaden the effect of Communicative Therapies Division.

The Communicative Therapies Division will be happy to discuss its functionings individually if desired and to provide tours of the facilities. For any questions, please contact the Director, Communicative Therapies Division, Caswell Center, extension 201.

Hampton Carmine
Director, Communicative Therapies Div.

———o———

MISS CLAYTOR REMEMBERS

"We planted that oak tree outside Cottage 4 in Spring. I think it was in 1944. Dr. Parrott was there. Everybody was there," said Miss Sarah Claytor with a merry smile. Then she became quiet.

"I liked Caswell. I liked the people. I liked the children." One could sense the sorrow the past tense caused her.

"Caswell is much better now than it was when I went there," she added resolutely looking on the bright side.

"How?"

"In every way. The children used to sit on homemade stools in the dining room. There weren't any water coolers in the building. We had cells in the problem building."

"Why did you come to work at Caswell?"

"Dr. Parrott persuaded me. Most people in Kinston back in 1943 weren't very interested in Caswell. There certainly was no prestige attached to working there. There were about 826 residents."

"I really got scared once. Dr. Parrott warned me that there was a girl everybody was afraid of but she never did anybody any harm. Well one day the psychologist gave her a black cloak and she got hold of a hat from somewhere. I looked up from my desk and saw this figure standing there looking like a flying witch." Miss Claytor chuckled. "She's still at Caswell but she has quieted down quite a bit."

"They liked the workers to live on the campus then. I was an exception. I lived in town. There was only one telephone with two extensions. I had to write notes all day and the phone in the superintendent's office was constantly ringing and I had to answer it. I discharged the children too. I took children to Goldsboro for X-ray treatments." Miss Claytor looked as though she had thoroughly enjoyed those busy days long ago.

"We had to go to All-staff meetings. They had a question box. They opened it and took out questions and answered them. It really was interesting."

"I was the first person to get an electric fan. Mr. Stroud saved Oatmeal Coupons to buy it in '44 or '45."

One saw a picture of deprivation. But there was kindness there—much loving kindness.

"We had a wonderful nurse, Madge Funderburke. She took up time with the children. Dorothy Stocks used to count the medicine for her. (Dorothy Stocks was a working resident until very recently and is now in town working towards her discharge as a home attendant under the supervision of the Lenoir County Department of Social Service). Mrs. Laura Pate who is now in charge of Crippled Children Hospitals 1 and 2 was wonderful too. She went far beyond the call of duty. She would come out at night and stay whenever they called her."

"Every Christmas we had a tremendous Christmas tree in the hospital where the nurses' station in Crippled Children's No. 3 now is and Madge Funderburke used to decorate it. The children got fruit and candy at Christmas. Mr. Speight Stroud used to stay behind on Christmas Eve and fill the bags. I helped him."

It was clear that the residents had had good Christmases in the days of austerity.

"We always had barbecue at Thanksgiving," murmured Miss Claytor.

The kindness was not confined to special seasons.

"Dr. Parrott gave me ten dollars every month to distribute among the children. He told me to give it to those who were sad. Lonely is what he called them. They bought things in Mr. Jenkins's store."

The kindness was not confined to material objects. Imagination went into it.

"A woman died. The relatives could not be traced so she was buried in our cemetery. Some time afterwards her sister appeared accompanied by a prison worker. She had been allowed out of jail to visit her relative. Now she had to be told of her sister's death. To comfort her, Miss Brown, the psychologist, took the Bible and read another funeral service at the grave. Some nurses went to this second funeral."

Were the bad old days so very bad? We think not. There was camaraderie at Caswell.

"We knew all the staff and the children. They came and told us all their troubles."

The staff members were overworked then but we are sure they had time to listen. There was a shortage of material comforts but no shortage of interest in the retarded. No shortage, that is, in those who worked with them and knew them. The lack of adequate financial support indicates that little interest was shown by the general public.

Happily all this is changing. As Miss Claytor said things are better now at Caswell.

And not only at Caswell. Hopefully interest in the retarded will flourish like the oak beside Cottage 4 till all who need it will find shelter in its shade. Let us remember that the tree was planted by those who labored in the days before mental retardation became fashionable enough to be funded.

———o———

SECOND ANNUAL MENTAL RETARDATION DAY

Wednesday, May 3rd was "Mental Retardation Day," the second annual mental retardation day in North Carolina. And how was the day celebrated? Asking for pity and charity for those pathetic creatures? Definitely not. The North Carolina Retardation Training Institute and the North Carolina Department of Mental Health presented Wolf Wolfensberger Ph.D., F.A.A.M.D., currently a visiting Scholar at the Canadian National Institute on Mental Retardation, who talked for two hours in the morning and two more in the afternoon and held his listeners' attention for every one of the two hundred and forty minutes.

In the morning he talked on the Normalization Principle. According to this principle which was first formulated in Scandinavia we view the retarded as Human Beings, as Citizens, as people capable of developing. We do not regard them as eternal children. If when they are adult we treat them as children they will behave like children: if we treat them as responsible citizens they will behave like responsible citizens.

The normalization principle involves the utilization of means which are as culturally normative as possible in order to establish and/or maintain behavior and appearances which are as culturally normative as possible.

There are many types of behavior that are not closely tied in with intelligence. How one speaks depends largely on the training one has received. We have taken for granted that a retarded person will be cross-eyed, shuffling and without benefit of deodorant. This is not true.

We must make fashionable dressers out of the retarded. This by itself is not important but little things like this have a great influence on our perception of a person.

Our task is to integrate the retarded into society. We must put them in small groups in places where people can relate to them. We don't want sheltered workshops: we want sheltered work situations in industry.

For too long people have viewed the retarded as them, not us. We have not wanted a retarded nurse's aid working with our bodies so we have not put them in hospitals. We have put them in nursing homes where they work with somebody else's old mother. The use of normalization principle can change this.

In the afternoon Dr. Wolfensberger talked on Advocacy Programs for the mentally retarded. Citizen advocacy is one way of supplementing the normalization principle and safe-guarding the interest of the retarded.

Parents of retarded children have realistic fears concerning what will happen to their child after their deaths. If the large institutions fade away where will they go? Where will they find a safe haven? Many won't. They won't need it. Like the rest of us they will live in the community. Being impaired each will need a person who will fight for his rights. Such a person is a citizen advocate. He or she is a competent citizen volunteer representing as his own the interests of another person who is impaired in some way. The advocate must be a volunteer. The advocate's relationship with his protege is a one to one relationship. Citizen advocacy has spread from Nebraska like prairie fire. Already three states have State Level Offices. One task of an advocacy office is to match up advocates with Proteges.

Dr. Wolfensberger who formerly worked in Nebraska quoted cases showing how advocacy worked in Lincoln, Nebraska. One concerned a young man who had worked for long hours and little pay in an institution looking after younger children. He enjoyed this. When he left the institution he didn't know what to do with the hours when he was not working. He got bored. He went into the streets and played with the children. His landlord said, "There goes that menace. Maybe he's a homosexual playing with these boys." So he called the police. Retarded people often talk strangely especially when excited. The young man didn't make a good impression on the police. His landlord wanted to turn him out. But this young man had an advocate, another young man. The advocate helped the retarded man to tell his landlord that he had no right to kick him out without a month's notice. In the meantime he helped his protege to make other arrangements.

In all cases the advocate gives minimal not maximal help.

Seventeen workers and two social work students from Caswell attended Mental Retardation Day in Raleigh.

DO YOU KNOW?

Open House Day was on Sunday, May 7th.

* * *

The Caswell Review took place on April 27. Dr. Eugene Hargrove, Commissioner of the Department of Mental Health, Dr. James Osberg, Regional Commissioner Eastern Region, Dr. N. E. Stratas, Regional Commissioner South Eastern Region, Dr. Ann Wolfe, Deputy Director Mental Retardation, R. Patterson Webb, Acting General Business Manager, George Adams, Administrative Assistant, and Dr. Jean Thrasher came to the institution and met with the Superintendent and the Department Heads.

* * *

Boot Fleming of McNairy was the only nonambulatory competitor in the North Carolina Special Olympics. He won third place in the softball throw for those aged 19 and over.

* * *

We have a machine that removes dacron from phenolic tubes in the Caswell Therapeutic Sheltered Workshop and Work Activities Building. We believe it is the first of its kind in the U.S.A. On it work is done for the DuPont Plant in Kinston.

* * *

On May 18 The Communicative Therapies Division of the Training and Education Department presented a Communicative Disorders and Therapies Workshop with emphasis on the Institutionalized Retarded Child. The speakers were Hampton Carmine, Director of the Communicative Therapies Division, Sylvia Kellerhouse and Elizabeth Simmons, Speech Clinicians, Lynn Hardy and Judy Plymale, Student Teachers from E.C.U. and Jeanette Whitehurst formerly with the E.C.U. Speech and Hearing Clinic. Over a hundred and forty people attended.

* * *

The Kinston Branch of the North Carolina Association for Retarded Children is trying to set up a Work Activity Program in this area. A committee of twelve people under the Chairmanship of J. T. Sutton arranged a meeting in the Lenoir County Courthouse on June 20th to which they invited citizens from many walks of life to discuss this matter. Dr. Hal Holland, Assistant Deputy Commissioner for the Mental Retardation Service, State Department of Mental Health, was the speaker. WELS Radio Executive Jack Hankins was moderator. Dr. Holland explained that it is normal for adults to work. According to the normalization program it is a good thing for the retarded to live lives as like those of normal people as possible therefore the moderately and severely retarded ought to have a place to which they can go to work. The Department of Mental Health had entered into an agreement with the Department of Social Security to start Work Activity or Day Care Programs for the people who had grown too old to attend trainable classes. On July 1st under Title XVI of the Social Security Act Federal Funds on a matching ratio of three Federal Dollars to one local dollar would be available to communities.

* * *

The North Carolina Association for Retarded Children filed suit on May 19, 1972 in Eastern District of the U.S. District Court in an effort to require the state of North Carolina to provide adequate public education or training for all retarded children. The aim is to provide an appropriate educational experience for every retarded child regardless of his handicap and regardless of whether he is at home, in school, in a day care center, in a sheltered workshop or in one of the State Centers. At present there are at least 20,000 school age retarded children in North Carolina who are being excluded from education because they are not in the public school. This suit will provide education **outside** the formal school program. The program will fit the student. Thousands of retarded children who have been excluded will be admitted. Thousands will be helped in programs outside the schools. Retarded children have a right to an education.

* * *

Can education raise your IQ? Probably not if you are old enough to read this but a recent study conducted by Rick Heber, psychologist at the University of Wisconsin, suggests that it can be begun early enough. Heber heads an intensive pre-school intervention program called the Milwaukee Project. Ghetto children of retarded (IQ below 70) mothers get one-to-one tutoring from shortly after they are born.

Each child receives intensive attention first in the home and then in small classes at the Project's Infant Education Center. He has his own teacher till he is two when he is placed in a class with five other children. When the children are 36 months old the class is increased to 8. When the children are four years old it is increased to 11. Three teachers, each specializing in one area of intellectual development are assigned to each class. Tests are administered throughout the program to the students and to the children in a control group from identical backgrounds who have not experienced the intensive early intervention.

The results are startling. At the end of the program's fifth year project youngsters at age 4 showed mean I.Q. scores in the 128 to 130 range. Results in the control group showed mean scores in the 80's.

Says Heber, "Our work has shown that kids below the age of three are capable of learning much more than I would have believed prior to our work. The most notable area of achievement in comparison with their age peers is their outstanding linguistic skills, they're tremendously sophisticated."

* * *

The American Association on Mental Deficiency is continuing its fight for the rights of the retarded. Recently the Association filed an amicus curiae brief before the U.S. Supreme Court in the Jackson vs. Indiana Case. The State of Indiana had sent a young moderately retarded deaf-mute robbery suspect to a state school since he was incompetent to stand trial. Since he was scarcely able to become competent, this amounted to a life sentence without trial. The Association asked the court to choose between outright release, immediate trial, or proper commitment.

* * *

The Association of Eastern North Carolina Psychologist was officially born on May 25, 1972 at a meeting attended by 15 people at Caswell Center Evaluation Clinic.

22
:37/4

North Carolina State Library
Raleigh

N. C.
Doc.

The CASWELL NEWS

THE CASWELL CENTER - KINSTON, NORTH CAROLINA

To L. P.
(1921 - 1972)

Great are God's Gifts

Men too give gifts,
And some there are
Who daily bringing
All that they have
Of talent, zeal
And stern endurance
Modified by love,
Make of their work
A giving of themselves
To others.
Such was she.

Great are God's gifts,
And the greatest is
Himself.

Happy forever
And those who give themselves,
For they are doing
A Godlike work.

OCTOBER, 1972

Volume XXXVII

Number 4

The Caswell News

Volume XXXVII - No. 4 KINSTON, NORTH CAROLINA, OCTOBER, 1972 $1.00 Per Year

Published quarterly for the benefit of Caswell Center and for the information of the citizens of North Carolina.

Frank Badrock, M.D. ....Superintendent

Editor ....Jean I. C. Tabory
Associate Editor ....Pearl L. Adkins
Circulating Manager ....Vickie Howell
Treasurer ....Mrs. Evelyn Carlisle

ON BEING USEFUL

"Blind and useless like the singer of songs." Thus bitterly did Homer describe an unfortunate old man comparing him to himself. Human beings cannot bear to be useless. Always we seek for meaning and purpose.

It is good that so many people have found useful lives of Service here at Caswell. Among these were Mr. Stroud, Mrs. Kohler and Mrs. Pate written about in this issue. It is good that new ways of being useful at Caswell in new roles such as that of mental health technician are opening up for young people in search of careers. It is good that the foster grandparents can be useful here in their years of later maturity.

Even better is the fact that Caswell is exploring new avenues as it advances in its second half century of effort to make it possible for the retarded to live useful meaningful lives. Education is being offered to the more severely retarded. The institution is working more closely with community agencies with a view to returning residents to the community. Behavior modification is being used to help the severely retarded to help themselves. An air of hope is abroad.

———o———

CASWELL LOSES A FRIEND

Speight Hardy Stroud, Business Manager of Caswell Center for 35 years, retired on August 31, 1972 Some 400 employees and associates gathered in the Center's Recreation Building for a farewell reception in honor of Mr. Stroud and his wife.

Mr. Stroud has long been a friend of the residents of Caswell Center. He never was comfortable with the name "resident" however, and continually slipped back to the name of "child" or "children" as he referred to those who received care here at Caswell.

He always found time to chat with the residents as he went about the grounds and units. He knew first names and nicknames. He would listen intently as a happy "child" explained that he was going home for a visit, was going to the ball game or had a new pair of shoes.

Mr. Stroud's concern for Caswell's residents was always foremost with him. His energies were used in efforts to obtain additional funds for improved services and better facilities.

He has been a part of the growth of Caswell Center from a small institution caring for 697 residents with 103 employees and an annual budget of $183,817 in 1937 to a large multi-service regional institution caring for 1719 retardates by 950 employees and an annual budget of better than $8,000,000 in state funds and over $2,000,000 in federal funds.

Service to the mentally retarded has been a family affair with the Strouds as Mr. Stroud's wife, May, was dietician for Caswell for 17 years. She recently retired. The Kinston Daily Free Press editorialized "Together they have made an indelible contribution to the service rendered at Caswell for all its patients and thereby to the state as a whole."

We are grateful for the years of devoted service which stands as a challenge to those of us who follow in their footsteps and we wish for them many years of enjoyable retirement.

George R. Rouse, Jr.,
Acting Business Manager.

———o———

IT'S NEVER TOO LATE

The radio played light-hearted music. A group of friends gathered on the front porch to wish them well. The three rocking chairs looked bright and cheerful sitting on the carpeted floor of the van parked on the grass outside South Dormitory. Clemmie, Elma and Tiny were helped into the vehicle and sat on their chairs. A cottage parent adjusted Clemmie's radio so that there would be music on the journey to Fremont. "Come back to see us,' shouted a resident. Miss Mary Ruth Divine, a social worker, took the driver's seat. They were off.

Off to a new adventure in living. Clemmie is 62, Elma is 55, and Tiny 54. Clemmie has lived here for forty years, and Tiny for forty-three years. Elma came here first in 1948, was transferred to Murdoch ten years later and came back to Caswell ten years ago.

Now in Fremont these ladies are no longer shut off from society. They are living in a Rest Home in a residential area. They can walk down town. Not all of their fellow residents are retarded.

We are glad that they have this chance to enjoy a richer life but one remembers the poet's words, "Parting is such sweet sorrow." A cottage parent looked at the Van as it was driven off and said, "I'll miss Clemmie. I've worked with her so many years."

THANK YOU, MRS. PATE

"Three things will abide
When all else has died . . .
Faith . . . Hope . . . and Love will live. . . ."

These words are part of a message Mrs. Pate sent to me a few years ago in time of personal sorrow and I cannot but feel these are the words by which she lived, worked and died.

Words are, as always, inadequate to give tribute to one as dedicated to her work as Mrs. Pate was during her thirty-two years of service at Caswell Center. She came to Caswell on October 1, 1941 and died on September 19, 1972.

I cannot let this loss go by and not express my own as well as the staff's feeling of sorrow and grief. As a fellow employee I have personally known Mrs. Pate for almost twenty years but during the past six years I had come to know her more intimately because of my close association in working with her in Crippled Children's 1 and 2. Between us there had grown a very special relationship in which there was a deep, mutual trust and respect—a relationship that I feel was unique. It is almost impossible for me to realize that as I walk into Crippled Children's 1, I will no more see Mrs. Pate's neat, trim figure walking briskly down the hall to greet me with one of her quick, sharp, and witty remarks.

For her, her work was one of the most important facets of her life . . . in other words one could say she lived for her job. The physical well being of her 100 patients was always foremost but to her good physical care was not enough. She gave to these severely handicapped persons the most essential element of all—her love and her concern.

It made no difference to her how handicapped or unattractive the patient might be, how old or how young, whether black or white, whether cute or fractious, or whether of good or bad disposition there was always present abundant love for each and everyone. To me, it was always a miracle how she could elicit a response from the most profoundly retarded. Each seemed to sense that here was a person who loved him and cared; here was a person who accepted him as he was; here was a person to whom he could respond. To those patients who could understand, and most of them do to some extent regardless of how retarded they are, she had a way that would command their respect. They could often sense that any unacceptable behavior would not be tolerated. She had learned well over the years how to treat and handle her patients.

She knew her patients—their every little whim and peculiarity. Any change no matter how small was immediately noted. She exerted every effort to keep them comfortable and from hurting themselves. She could not and would not tolerate anyone hurting a child either by accident or intention. Her protection of them was that of a loving mother. If one was sick or hospitalized, her concern for his well-being did not remain with her only during her working hours. She carried it home with her. If death occurred as it was bound to at times, the loss was a personal one.

Mrs. Pate set a high standard of efficiency, neatness and order for herself and also for her staff but from her staff she expected no more than she expected or demanded of herself. Any error or mishap whether made by herself or her staff she felt personally responsible for and this would cause her utmost concern. Although "to err is human" any carelessness or laxness could not be tolerated when it came her "young-uns" as she would at times refer to them.

Not only did she feel love and concern for her patients but she felt the same concern for the parents of her patients. She could empathize with them. She could walk in their shoes. She always seemed to understand fully the sorrow and the heartaches which parents feel and experience in having a retarded child and the continuing worries and fears when their child must leave the home to come to the strange world of an institution like Caswell. Over the years she built close relationships with all the parents. They learned to trust and respect her and above all to feel secure that their child was in such loving and competent hands. Just the week before she died, one parent wrote about her daughter; "I never cease to wonder at the beautiful care she received." What greater tribute could one give?

In her lifetime, she befriended many people. Whenever there was trouble, sickness or death one could be sure that he would find Mrs. Pate unselfishly giving of herself. There was always a card or a gift for those who were ill, in the hospital or bereaved. Her thoughtfulness and kindness will long be remembered.

Caswell's loss in Mrs. Pate's untimely death cannot be measured—her dedication and loyalty to her work (something that seems to be so lacking in this present day); her love and concern for her patients, the parents and her staff and last but by no means least the loss of the knowledge which had grown over the years regarding her patients and their families plus that knowledge which only those working closely and directly with the retarded can learn. To me, and I am sure to many at Caswell, the loss is irreparable but who am I or any of us to question or reason why such a life which has been so dedicated to the service of her fellowman should be suddenly snuffed out.

The least we can say is "Thank you, Mrs. Pate for a job exceptionally well done. There is no one who can ever take your place. As the Reverend Pate so beautifully put it in his prayer, may your life be a challenge to others to find joy in meeting human needs wherever they are found."

Pearl L. Adkins,
Social Worker

———o———

DID YOU KNOW?

Geriatric chairs would be useful at Caswell. Designed for older people these chairs help anybody who cannot be out of bed without support.

Mr. John Croom, Cottage Life Supervisor, retired at the end of September.

Three former cottage parents are now working in the Foster Grandparent Program.

THOUGHTS ON LARGE INSTITUTIONS and MRS. OLA KOHLER

What can be said against large institutions for the retarded? Many things as we are now being constantly reminded. Let us name a few.

Much research indicates that institutionalization has a detrimental effect on the development of retarded persons. Large institutions are denormalizing. It is impossible for them to provide the experiences that those living in the community have.

From Biblical times most people have believed that the basic family unit is the best place to raise children. Nowadays most parents place their children in institutions only when local services are lacking or of poor quality.

This is an age of human rights. All individuals have the same constitutional guarantees. In many situations it is possible to implement these for the retarded in an institutional setting.

What can be said for large institutions for the retarded? One advantage is that some of those who work with the residents get to know them well and learn to love them. We are blessed with such people at Caswell and one of them was Mrs. Ola Kohler. Alas! we have to say was because she retired on August 15th after eighteen and a half years of service here.

Her colleagues in Cottage 6 gave her a surprise party to which came the superintendent and other department heads. Her son and his wife also attended. It was such a surprise to Mrs. Kohler that she had to step outside to control her emotions.

Parents came too, bringing gifts. Phil Roberson's mother gave Mrs. Kohler a tote bag and Sam Dudley's mother gave her a silver tray. The principal gift from her fellow cottage parents was a pair of binoculars. It must have been a comfort to parents to know that their sons were in the care of such a woman.

If you want to know what kind of a woman Mrs. Kohler is, ask the cottage parents. Said one, "These are her children. She loves them. She still comes to see them every other week and brings cake, cookies, or ice cream for them."

A male voice added, "She was a good woman. I worked with her about a third of the time. She was as smart as could be. You would never think she was sixty-five. She didn't act like it." A third cottage parent summed the matter up when she said, "They can hire another worker but they can't get another Mrs. Kohler. She used to give the boys parties regularly. Just before she retired she gave them a cookout with barbecued chicken. She still comes to visit them."

Would large institutions be ideal places if all the workers were like Mrs. Kohler? The question, of course, is academic for that never could be the case, but the answer is still "No." Large institutions would still be demoralizing. We need to work for the day when citizens in society are as interested in the retarded as Mrs. Kohler is. That day still seems far off but it is the task of those who know the retarded to keep on struggling till we build a concerned society.

P. S.

Further proof that those who get to know the retarded learn to like them. This is part of a letter written to a secretary by a girl who was a PACE worker in the Academic School this summer.

"You know, at first I resented being assigned to Caswell because of the rumors I heard picturing the children as monsters, every one. True, some of the kids I couldn't stomach, but others like Dorothy, Evelyn, and even Nora Stokes captured a small portion of my heart that can never be free."

—o—

REPORT FROM REHAB.

Shaping Behavior

The staff at the Rehabilitation Facility for some time has been concerned about how we can better control and shape our clients' behavior in order for them to fit back into society and hopefully obtain employment. At present we are using a variety of methods which have proven not to be very consistent. It is quite obvious that "consistency is the best policy." As members of the "helping society," we at Caswell Center and the V. R. Facility are aware of the problems that arise when some residents are given special favors or varieties of punishment. At the Facility we have tried such actions as taking away certain privileges, being isolated from the group, running the ball field, etc. In reality, all we are doing is considering what the client values most and taking it away.

It is my firm belief that a consistent form of reinforcement and punishment is the best method of shaping maladaptive behavior and we at the Facility are hoping that one day we will be able to see a carefully planned system of reinforcement established. It will be necessary to bring in highly trained personnel to study our special problems so that such a system can best fit our needs. Until then we will continue to invent individual means of reward and punishment.

Mary Ellen Gulledge
Rehabilitation Facility

—o—

FACTS AND FIGURES

As of October 1, 1972 the total population at Caswell Center stands at 1753 (929 males and 824 females) with an average daily population of 1652 (885 males and 767 females).

During the last quarter (July, August, and September) there were 17 (8 males and 9 females) admitted. Fifteen (8 males and 7 females) were first admissions and 2 (2 males) were readmissions.

During the same quarter there were 35 (20 males and 15 females) discharged. Seven (6 males and 1 female) were direct, 28 (14 males and 14 females) were discharged from placement. There were 8 deaths (1 male and 7 females).

Sixteen applications (8 males and 8 females) were received. Applications on waiting list as of October 1, 1972—None.

CAMP '72

"I'm so glad Grace was able to go to camp," said a cottage parent in Austin B. "Grace loves nature. I watched her one morning trying to get a baby bird to eat. She was talking to that bird."

Grace finds it difficult to talk to people for her speech is very defective indeed. She is now fifty-three years old and far from pretty but she has a gentle pleasing smile. Caswell has been her home for the past forty-three years.

She seldom has the chance to leave the institution so camp was a memorable experience for her as it was for her companions. Until this year the older residents have not had the opportunity to be on the camping list but recently thirty-two adults (some very adult indeed: one lady was 77) went to Chestnut Ridge Camp for three whole days.

"The man in Cartwright they call Shotgun did such a good drawing of an Indian's head and a canoe that the counsellors kept it," said Mrs. Jones, a cottage parent in Austin B, who accompanied the adults to camp. "He did good work in clay too. They went down to the river bank to get their own clay. I'm so glad they were able to enjoy themselvevs with art and hiking and canoeing. Here at Caswell they work hard."

Mrs. Jones reported that the college student counsellors were very good at working with the retarded adults. They had planned the programs well. A special counsellor was in charge of canoeing on the lake. There were cook outs in the evening.

The counsellors served the food. The Caswell residents especially enjoyed the iced tea and the fact that milk was not served at every meal. They also enjoyed the homemade yeast bread and the homemade cinnamon raisin buns they had one night. The women slept in modern cottages but the men were in covered wagons. The sexes mingled in groups by day.

"We were really in the woods," said Mrs. Jones. "You couldn't hear a car and you could hear the mocking birds all night."

A woman who had been at Camp came up to supplement Mrs. Jones' story. "I went boat riding and I fed a donkey and I had to serve in the dining room," she announced triumphantly.

A deaf and dumb woman proudly pointed to her picture on the wall. The counsellor who taught art had made it.

Too many people view the retarded as a group. The cottage parents see them as individuals and rejoice in Arthur's skill in art and Grace's love of nature. To them the retarded are human beings like the rest of us.

Thirty adolescents went to Camp Don Lee in July, fifteen children and young adults went to Camp Caroline, and one hundred and twenty went to Camp Mitchell during August.

For some residents Camp is the chief highlight of the year—more exciting than Christmas itself. Camp is not free. Many Caswell residents come from poor families. Some of the money comes from ESEA funds which can be used only for people under twenty-one years old and some from Social Security Funds. Some comes from donations. We thank all the people who helped to make camp possible. We wish they could see the excited face of a child calling out happily, "I'm going to camp next week, or the proud face of Robert, a young man in Parrott 3 who often pushes wheelchairs, as he points to a little board hanging around his neck with his name and a drawing on it and says, "I made this at camp," or the contemplative face of forty-nine year old Arthur, known as Shotgun, as he remarks, "Charles was boo-hooing when we got on the bus to come home. I didn't know what to think."

———o———

BOUQUETS TO

Patricia Wright and Mike Hendrickson, Academic School Students, who were among those chosen to represent North Carolina in the National Special Olympics in Los Angeles, and to all the people who donated the money to make it possible for them to travel to California.

The V.R. Students in the Nurses' Aide program in the In-Service Training Department who with their two teachers, Mrs. Janet Roberts R.N. and Mrs. Gloria Myers, L.P.N,. and Mrs. Virginia Perry R.N., Mrs. Iris Jackson R.N. and Mrs. Essie Barwick fed lunch to the residents in Crippled Children's Hospitals Nos. 1 and 2 while the nurses were at Mrs. Pate's funeral.

Elizabeth Mason who proudly and habitually walked in the water of the swimming pool this summer after an operation and who is determined to walk on land without a walker, and to the physical therapy workers who help and encourage her.

Frances Hudson who on July 16th left Caswell via the Rehabilitation Facility to work in the Sheltered Workshop in Greenville. When Frances came to Caswell in 1954 she could not walk. Workers helped her but she also helped herself. When she fell she got up and kept on walking. She still does.

Cora Lee Coley who is always willing to push wheelchairs and who does not need to be reminded to keep on working. Recently she helped to lift three non-ambulatory women into the back of a social worker's car so that they could attend the funeral of a fellow resident. She also pushed a wheelchair at an outing to the County Fair.

Benji Speight, aged 13, who after visiting McNairy with his teacher Mrs. Artie Broadwell, Caswell Volunteer, during Vacation Bible School donated a decoration he had made in class to the building and then in his spare time painted two oil paintings which he framed and also donated.

———o———

DID YOU KNOW?

Twelve Caswell workers attended a Conference of Behavior Modification at Cherry Hospital on September 28 and 29.

Fifty percent of the boys in Pollock A have learned to use silverware.

The question of controlling devices has been under consideration for at least two years at Caswell. A committee headed by Dr. Matt Harper is investigating the matter.

WANTED! OPINIONS

Do you think we need animal scientists at Caswell?

The following is an imaginary conversation among fictitious characters in a car on their way home from a meeting for Parents of Retarded Children.

Mr. Jones: Ethologists indeed! I've never heard that word before and I don't want one of them working with my child.

Mrs. Smith: Nor do I. Mike may be profoundly retarded but he's not an animal and I don't like to have him compared to an animal.

Mr. Smith: I don't think the Speaker was doing that Martha. He was saying that perhaps animal scientists could help us to communicate with the profoundly retarded.

Mrs. Brown: Was he really? I must admit I found it hard to understand what he was talking about.

Mrs. Smith: Well I understood. He was saying that physicians and the other people who treat the retarded need help from animal scientists and I for one don't believe it.

Mr. Jones: Neither do I.

Mrs. Jones: Well I think they do need help. They haven't done too much for our Betty.

Mr. Jones: They've kept her healthy haven't they? We never expected she'd live to be twenty-two, did we?

Mrs. Jones: Yes she's alive, but we can't communicate with her. We can't understand the noises she makes and that speaker tonight said that perhaps animal scientists could help us to understand what Betty was trying to say.

Mrs. Brown: Do you believe that? Do you believe that an animal scientist could help me to know what Robert wanted when he makes noises? If he could I'd bless him for ever.

Mrs. Jones: Well it seems reasonable to me. The animal scientists who specialize in working with the great apes understand how these animals communicate with each other through gesture, posture, facial expressions and sounds. Chimpanzees, gorillas, orangutans, and gibbons are like man anatomically and physiologically.

Mr. Smith: The speaker said that animal scientists could be "translators." They could help physicians and others to understand more fully the various non-verbal behavior of the profoundly retarded. He wanted to try out the idea of using them.

Mrs. Jones: He said that the gutteral and seemingly infantile utterances of the profoundly retarded could be translated. Perhaps. Babies make similar unintelligible sounds. These sounds are speech to those who know the baby well.

Mrs. Smith: Why don't they use pediatricians as translators then? They work with minimal communicators don't they?

Mrs. Jones: But the animal scientists work with adult animals as well as young animals. Fully developed organisms and different from immature and underdeveloped beings regardless of species.

(Please turn to page 8)

ANOTHER CASWELL FIRST

We have had a Behavior Management Program at Caswell for some time. The technique was first used in Cottage 2 and is now in use in Byrum 2. Look out for an article on this Program in the next Caswell News.

Everybody agrees that parents are very important influences in children's lives. It was thought to be a good idea to tell the parents of the Caswell residents involved in Behavior Modification what it was all about so that they could continue to use the method when their children went home for visits. Moreover it is normal in this society to have P.T.A. Meetings.

Here is a copy of the minutes of the meeting:

The first Parent and Trainer's meeting of Behavior Management was held at Caswell Center in the Social Services Building at 7:00 P.M. on September 14, 1972.

The meeting was called to order by Mr. John Owens, social worker. After Mr. Owens' introductory speech, he introduced Mr. Jon Smith, Director of Behavior Management, who gave a very brief description of Behavior Management's teaching techniques.

A film was shown concerning Behavior Management teaching principles. The film emphasized training in self-care skills such as putting on a shirt, pants, feeding and toilet training. Upon the conclusion of the film, Mr. Jon Smith described the training that was done in Cottage 2 and now taking place in Byrum 2.

The purpose of the meeting was explained and questions were asked from the floor. A charter was passed out to parents and guardians concerning the Organization and interested parties were asked to read the charter and vote on its adoption at the next meeting.

A book, **Parents Are Teachers,** was brought before the meeting by Mrs. Everett. It was suggested that the book be purchased by interested parents and orders were taken.

A temporary volunteer chairman was asked for by Adrienne Everett. Mrs. Hinson and Mrs. Wooten volunteered to act in this capacity and to help with phone calls, etc.

It was decided that two group meetings will be held in order to accommodate working parents and guardians. The date, October 26, 1972 was decided upon for the next meetings. The afternoon time is 2:00 p.m. and the evening time is 7:00 p.m. The meetings are to be held in the Social Services Building.

Refreshments were served and Mr. Owens and the Behavior Management staff held informal discussions with parents about their children and the purpose of the organization.

Dr. Ponder, a Child Advocacy consultant from Durham, and two graduate students were guests of honor at the meeting.

Everyone attending was delighted with the turnout. If you attended the meeting we thank you. If you couldn't attend this time, won't you please try to attend the next meeting? **We need you! !**

Will you please help us to help your child?

(Mrs.) Adrienne Everett, Supervisor
Behavior Management
Caswell Center

MENTAL HEALTH TECHNICIANS JOIN SOCIAL SERVICE DEPARTMENT

Late in June several young new workers joined the Social Service Department at Caswell Center, the first graduates of the new program at the Lenoir Community College for the training of mental health associates. They are Miss Penelope Pipkin, Mrs. Jennifer Foyles and Mrs. Gail Murphy. Their addition to the social work staff at Caswell Center is part of the institution's effort to do a more comprehensive job in meeting the needs of our residents, and their families and communities.

The use of the mental health technicians is a fairly new development in continuing efforts to provide service for those in need of social, educational, vocational, and restorative programs. The growth of the program for the Mental Health Associate has come from the recognition that many, many tasks and services needed must be performed by those who have less than the "normal professional" training periods of six and eight years; and introduces the concept of the program generalist. The two year program at the Lenoir Community College, and at a number of other colleges in North Carolina, as well as throughout the United States, exposes the student to a broad background of formal classroom work and practical work in the behavioral sciences and the new social sciences.

At Caswell Center, supervision of the mental health associates is accomplished by trained and experienced social workers who have had experience in the field of human behavior. Their supervision is of the type which will give them support and the kind of assistance which will help them to grow personally and professionally. Just as all members of the Social Service Department are involved in on-going staff development and in-service training, a similar program aimed at meeting the developmental needs of the mental health associates has been worked out within the Social Service Department.

At Caswell Center the initial activities of the mental health associate have been in a number of areas. Their jobs take them into the living units daily where they meet with individual or groups of residents. They may help a resident to learn a new or more effective way of behavior through a form of coaching or by serving as a role model and they help to identify needs of residents or advocate for additional services. A great deal of their work this summer has been in analyzing data about a number of residents whose families no longer live in the region served by Caswell Center.

Additional tasks which will be performed by mental health associates will be activities such as expediting services for clients, making referrals, giving support to residents, gathering information, providing residents with a feeling of concern and trust, and helping residents to solve social problems. The mental health associate will also serve as a liaison between the resident, professional staff and his community.

The Social Service Department looks forward to the addition of mental health associates to its program and envisions their use in a number of services throughout the Caswell Center.

Melvin Kurzer,
Director of Social Service

OUR FOSTER GRANDPARENTS

"See! he can love," said a foster grandparent proudly as her charge stretched out his hand to touch her.

Love is what the foster grandparent program is all about. Now a fortunate group of severely and profoundly retarded children at Caswell is getting the daily individual attention it has long been recognized they need. In golden autumn morning sunlight smiling old people sit talking to children, or push them on swings or encourage them to walk. We know they are old because the regulations stipulate that they must be over sixty but some of them look remarkably young for their years.

Said one vigorous lady, "I enjoy this work. I like to be busy. My neighbor got a form to apply but she decided she couldn't get up early enough in the morning. I said to her, 'If you want to lay in bed and rust you can.' She's a young woman too. Only sixty-two. I'm nearly seventy-five."

A little lady with a multi-colored cap sat on a bench outside a cottage with her arm around a golden haired child. "This is my little baby from Kendall 2. She walks a whole lot better than she did. She walked on her toes. I'm getting her a whole lot straighter in her back. She feeds herself—she uses her hands. I think she's afraid of a spoon but I'm teaching her to use one."

"You like children?"

"I've always loved children. I like to play with little children. I'm the oldest in my family. My mother had eight head. I helped to raise them. I raised two of my own. I had four and I raised two. My daughter married a man with three children and I raised them."

"I've always wanted a public job," she added. "My father was a farmer. My husband was a farmer. This is the first public work I've ever done." She chuckled and cuddled Carolyn.

"I didn't want to trouble the nurses every time I had to put him back in bed so I taught him to help himself in. I hope I did the right thing," said another foster grandparent earnestly.

The foster grandparents are teaching the children as well as giving them affectionate attention. The severely and profoundly retarded need to learn self-help skills and the foster grandparents are teaching them such things as how to feed themselves, dress themselves and brush their teeth.

Said one cottage parent, "I wish John could have a foster grandparent. His brother has and he doesn't need one nearly as much as John who often cries for his mother. But John's nineteen. He's too old to have a foster grandparent." Foster grandparents work only with children under seventeen. That is laid down in the guidelines. They work on a one to one basis for four hours a day from Monday to Friday and are paid $1.60 per hour.

The program was designed to help supplement the income of senior citizens within OEO guidelines. The foster grandparents must be at least sixty. A single person may not earn more than $2,000.00 annually. A couple may earn $2,600. The program is funded through a Federal Agency known as ACTION and 10% is contributed locally in kind.

Such programs have been in existence for a number of years but the Caswell program began in July of this year. The contract was awarded to Greene Lamp on June 26th, 1972. Mr. Gillikin is the Program Director and Miss Aytch is Secretary and Bookkeeper. Mr. T. G. Johnson, Director of Cottage Life, is serving as Co-ordinator.

The "in kind" contribution from Caswell includes such things as an office for Mr. Gillikin and Miss Aytch, medical examination of the foster grandparents who are known as volunteers, and daily lunches to the value of sixty cents. The volunteers come from Lenoir County and Greene County and it is planned to employ 75. Transportation is provided.

At the end of the first quarter on September 13th there were 41 volunteers ranging in age from 60-77. Seven were over seventy. Fifteen were white. Fifteen were married. Seventy-eight percent came from Lenoir County and twenty-two from Greene.

Miss Aytch stated that in her opinion this was one of the best programs the government had devised. "These old people are tickled to death," added Mr. Gillikin. "The can get out and meet people. They eat this good food out here."

The In-Service Training Department is providing an Orientation Program of forty hours. The foster grandparents go to classes for two hours each day. At the beginning of October the first class consisting of twelve students was enrolled in orientation.

Mr. Gillikin praised it saying, "This orientation is worth a whole lot. The foster grandparents want to call it going back to school. They learned a lot from a film about epilepsy. They were like kids looking at a wild west show. On a movie they can see it and believe it."

The Director of In-Service Training praised the foster grandparents saying they were good students. Cottage parents praise the foster grandparents. At least one mother of a child in a Crippled Children's hospital praised the grandmother working with her child after she had met her. Everybody praises the foster grandparents but nobody has expressed it better than a mildly retarded girl (not at Caswell) who had one. This is her description:

"They don't have to be smart, only answer questions like why dogs hate cats, and how come God isn't married. They don't talk baby talk like visitors do, because it is hard to understand. When they read to us they don't skip, or mind if it is the same story again. Everybody should try to have one, especially if you don't have television, because grandmas are the only grown ups who have got time."

To give time. Surely that is to love and love is the heart of the matter. Not sentimental love. Not liking. Love in the sense of caring enough for the well being of others to act.

The whole program shows love. Mr. Gillikin said, "This program gives these grandparents something to accomplish. It shows them there is a place for them in the U.S.A."

This is a cause worth fighting for. All citizens need a place in the U.S.A. and there ought to be a place for everybody—a place for the old, a place for the retarded.

The Foster grandparent program can be criticized, and has been by Wolf Wolfensberger, an eminent mental retardation scientist, on the grounds that it makes it more difficult for the retarded to find a place in the U.S.A. He points out that unfortunately the old and the retarded are rejected groups in our society and if we place these two groups together we are making it harder for the retarded to be absorbed into the mainstream of society. He believes foster grandparents should work with normal youngsters. Teenage volunteers should work with the retarded. From a practical standpoint no doubt Dr. Wolfensberger is right.

As things are at present many of the retarded are shut off from society and it is good to see the happy faces of children and foster grandparents on the Caswell Campus now. Here is the epitome of service. The sight reminds those of us who are Christians that we are the Servant people of a Servant God whose strength is made perfect in weakness.

Wanted! Opinions

(From page 6)

Mrs. Brown: Oh I wish I had understood him. It's all beginning to sound hopeful. The hopelessness is what has always worried me so much. When people talk about the wonderful things that can be done with the retarded they never seem to mean the profoundly retarded. Tell me some of the practical ways the animal scientists could help.

Mr. Smith: Well if they could translate the people in institutions might be able to help the profoundly retarded faster when they got sick and people could learn something about what food they really enjoyed.

Mrs. Brown: That's very practical. What else?

Mr. Smith: The animal scientists could help to train the attendants to understand the signals given by their non-verbal charges. Then the attendants could make valuable suggestions about such matters as sleep habits, sanitation, and recreation.

Mrs. Jones: And the speaker said that better understanding of the "speech" of the profoundly retarded could assist linguists, anthropologists, and psychologists in tracing the evolution of language. Of course that's not very practical is it?

Would it be practical to employ animal scientists in places like Caswell? Would it be useful? What is your opinion?

This article is based on an article entitled "Animal Scientists as "Translators" for the PMR." in Mental Retardees. August 1972. The writers were Charles C. Cleland and Jon D. Swartz

22
:38/1

North Carolina State Library
Raleigh

N. C.
Doc.

The
CASWELL NEWS

THE CASWELL CENTER - KINSTON, NORTH CAROLINA

Friendship needs no words - it is a loneliness
relieved of the anguish of loneliness.
Dag Hammarskjold

Small service is true service while it lasts;
of friends, however humble, scorn not one;
The daisy by the shadow that it casts
Protects the lingering dewdrop from the sun.
William Wordsworth

Treasure is not always a friend but a
friend is always a treasure.
Russian Proverb

January, 1973

Volume XXXVIII

Number 1

The Caswell News

Volume XXXVIII - No. 1 KINSTON, NORTH CAROLINA, JANUARY, 1973 $1.00 Per Year

Published quarterly for the benefit of Caswell Center and for the information of the citizens of North Carolina.

Editor .... Jean I. C. Tabory
Associate Editor .... Pearl L. Adkins
Circulating Manager .... Vickie Howell
Treasurer .... Mrs. Evelyn Carlisle

ON THE NEED FOR FRIENDSHIP

An air of excitement is abroad this New Year. We look for changes. We have examined the idea that large institutions are demoralizing and accepted it. The place for most retarded citizens is in the community. Many of Caswell's adult residents could live there.

The hour for action has come. We now have a Title XVI Administrator and await the exodus. All agree that before institutionalized adults can live in the community preparations must be made. The residents must be prepared to go and the community must be prepared to accept them. Plans for both types of preparation have been made.

What is the greatest need of adults who leave the shelter of the institution for the freedom of community living? Surely it is for somebody to take an interest in them on a one to one basis. That person can have a variety of names. One of these is benefactor. A fitting term for surely that person works for the retarded person's good. Another name is advocate. A very fitting term for the advocate speaks out for the retarded person's rights as though they were his own.

Why can we not use the simple term friend? The retarded need friends. We all need friends. "What matters most is not one's knowledge and skill, but one's relations with other people" wrote Arnold Toynbee. In friendship we relate to others on a footing of equality. We and the others are human beings. The word friend has high associations. There was One who said to his disciples before leaving them, "I have called you friends."

"Let a man make varied friends and he will have a thousand and one lives," are the words of an Arab proverb. Making friends with people from a variety of walks of life will enrich our lives. Who knows how much we might benefit from making friends with a retarded person in 1973? Perhaps we need the retarded as much as they need us.

OUR FIRST DENTAL HYGIENIST

"I like my job because it gives me the chance to give somebody something that is not money." That is a statement that all happy workers ought to be able to make and giving is something that all Caswell employees have the chance to do. There is scope for giving in all departments.

The remark quoted was made by Mrs. Lolly Burkette who is Caswell's first dental hygienist. She has been with us since July 1971. Mrs. Becky Rouse, dental assistant, has helped her since November 1971. In May 1972 they moved into their chic oyster and blue office with its modern electrical blue dental chair.

Why did we wait till 1971 to employ a registered dental hygienist? Because we had to, there being no financial provision for such a position. How did we manage without one? Through the Herculean efforts of Dr. C. C. Hale DDS, our dentist, who has been here for almost twenty-one years. There was a full-time dentist for a few years before that. Since 1960 Dr. Hale has been assisted by Mrs. Helen Reynolds, LPN.

Mrs. Burkette has been interested in retarded children for a while. Her mother, Mrs. Byrd, is a cottage parent. She is very enthusiastic about the job she and Mrs. Rouse are doing.

"The residents get the same prophylaxis as they would get in public," she stated. "We clean teeth. We give fluoride treatments."

Actually many of the residents get better dental treatment than they would outside the institution. Their families would not be able to pay for this regular attention.

The hygienist sees most of the residents once a year, those with little problems twice a year, those with greater problem four times a year and some really crippled people every month.

Mrs. Burkette explained things this way, "We go by the patient himself and what he needs." Some fortunate residents come into the institution with such clean mouths that they don't need to visit a hygienist.

"We consider all the circumstances," she added. "Take Joe for instance. He's a messenger He meets people on the campus regularly. You wouldn't want his mouth to smell would you?"

Mrs. Burkette and Mrs. Rouse conduct tooth brushing classes every morning. Sometimes they have two classes and sometimes three. They teach the residents how to brush up and down and not sideways. They ask "How do your teeth grow?" and tell their pupils to brush that way. They play games to make the lessons more interesting and they stick with the classes till their pupils can do a satisfactory job. This may take one month but it may take four. After graduation the students come once a week to a review class. They work with younger people because more can be done with them. Seven is the maximum number in a class.

"But sometimes there is only one in class," said Mrs. Burkette. "We take Nina Ruth alone. She's so spastic she can't get her hands to do what she wants to do. She knows what to do."

The aim of the classes is to instill in the pupil's mind the idea that he can brush his own teeth. Of course they need supervision from cottage parents. If normal children are not supervised by their parents they neglect this chore for they have more exciting things to do with their time.

Not all Caswell residents are capable of learning to brush their teeth. "There is no need to torture the child that doesn't have the capacity to learn," Mrs. Burkette explained. "I get the cottage parents' advice about what they think each child can accomplish. If I can't get a child to brush I don't expect the cottage parent to be able to do it." Mrs. Burkette praised the cottage parents. "We get good cooperation from them. We need that. Without their help our work is useless."

The dental hygienist goes with the dentist to teach cottage parents taking part in In-Service Training. "Dr. Hale explains about cavities," she stated. "We tell them how to apply themselves to what they should do about keeping the children's mouths in order while they are here." She also talks to the Foster Grandparents who do not have the duty of seeing that teeth are cleaned but who ought to take an interest in their charges and who have more time than cottage parents because they work on a one-to-one basis with residents. "We tell them" said Mrs. Burkette, "this child is with you. He is getting individual attention. He reflects you. You are the person we need to see that the child gets individual attention."

The dental hygienist is responsible for all the toothbrushes on the campus except for those in medical units. Names are engraved on all brushes so that each child gets his own. In all save the units where the most capable residents live the brushes are kept in a solution of disinfectant. Mrs. Burkette and Mrs. Rouse check sometimes once a month and sometimes twice to see that everybody is doing a good job. They reported happily that most people did indeed do a good job. Don't try to convince Mrs. Burkette or Mrs. Rouse that teeth are not so very important. They know better. And don't mention dentures. They are well aware good teeth are something for which there is no substitute.

In this work you can do something to change things for the better," Mrs. Burkette summed up. Is there any more worthwhile activity than that?

DO YOU KNOW?

Dr. Frank Badrock resigned as Superintendent on December 31st. Dr. James W. Osberg, Regional Commissioner of Mental Health, is acting superintendent until a full time superintendent can be recruited. Mr. George H. Adams is assisting him as administrator and will be at Caswell every day, Monday through Friday. Dr. Osberg will be here one day a week. Dr. Badrock is now Administrator for Medical and Para Medical Services.

* * *

Caswell in the future will have far less than half its present number of residents. A large amount of medical and social research has shown that institutionalization has a detrimental effect on the development and behavior of retarded persons. In accordance with the new philosophy institutionalization should be minimized. Most people admitted will enter short term programs after which they will be placed in community programs. Only the severely and profoundly retarded who have medical and nursing problems that cannot be handled in the community will remain in the centers for long term programs. This philosophy has the support of the President's Committee on Mental Retardation and federal agencies involved in planning and implementing programs for the retarded.

* * *

Twenty-three nurses and forty-eight Licensed Practical Nurses were honored at a coffee hour in the Central Hospital on October 9 to mark Nurses' Week in North Carolina.

* * *

Two meetings for the parents of children in the Behavior Management Program were held on October 26. One was held in the afternoon and one in the evening to suit parents. A charter was drawn up, a steering committee was elected and dues were decided on and paid.

* * *

The Eastern Area Coordinators for the Council on Developmental Disabilities met with Normal Polk, our chaplain, on November 1 to discuss what the churches are doing for the retarded in Eastern North Carolina.

* * *

Open House was held on December 14th. A musical program under the direction of Mrs. Ann Sutton who was assisted by Mr. Allen Sawyer was presented.

* * *

The U. S. Marine Band from Camp Lejeune played in the recreation building to a delighted audience on December 13th. This was Master Sergeant Robert Stegger's last appearance here as Band Master. He is retiring.

* * *

We have a variety of parties at Caswell. Some are given by clubs, some by teachers, some by cottage parents and some by other workers. An unusual party has been given a few days before Christmas each year for about a quarter of a century. It is a breakfast party and is given by Mr. A. J. Oliver, Dairy Manager, and his workers to the men residents who work in the dairy. The men in the dairy bring electric frying pans and cook a mountain of bacon and eggs for the working residents. All the coffee they can drink is provided and that is an ocean of coffee.

* * *

A surprise party that really deserved the title was held in the Trainable School. While the teachers were in a classroom preparing for the party they were giving the working residents these girls were in another classroom preparing a Christmas party for the teachers. They called the surprised teachers into the room where the table had been set and a gift placed at each teacher's place.

* * *

The Ladies Auxiliary of the VFW Post 2514, New Bern, gave a colored television set to the 2nd floor of the central hospital.

* * *

An outpost of the sheltered workshop was established in October in Johnson 4, a building for women who are physically handicapped or feeble because of increasing years. The women sort and clean cartons and have the satisfaction of earning a little money to spend on things they need or want. One woman whose family take no interest in her bought cloth and had a cottage parent make her some pant suits. Some cottage parents habitually make clothes for residents who need them.

* * *

On December 8 the Caswell Chorus sang in the unit in Cherry Hospital where John's mother was a patient. John, a resident in Tapp 2, planned this. His first idea was that he and his brother would entertain the patients in his mother's unit. His cottage parent helped him to write to his mother's social worker. Then the idea of taking the whole chorus came to him and with the help of his social worker this plan was put into action.

* * *

Mrs. E. H. Frenzel came into the Volunteer Service Department before Christmas saying she had the material and the time and she wanted to sew for a girl at Caswell. She was asked to make a dress for Armitta, a large woman who is hard to fit, and did so promptly.

GOOD WORDS AND BAD

"True rehabilitation will see something good in every human being and strive, through personal effort and through social systems to bring that goodness to fruition." —Mary Switzer

* * *

"There is an intention to move to a system of small units, and a beginning of the process, but at the same time there is need to transform the quality of life **today** for those who live out their days in large institutions." James Elliot, Associate Director, King's Fund Hospital Center, London.

* * *

"Education, vocation as well as health and recreation, are all essential needs of the retarded person. It is very important to teach retarded youngsters such simple skills as swimming, skating, bicycle riding and even such passive accomplishments as reading and fluency in language." Charles T. Mitchell, NARC Recreation Chairman.

* * *

"Patients released from the regimentation, inactivity, and social isolation of Canada's mental health institutions have found many of these same conditions in the foster homes they have come to live in." From "Foster Homes—The New Back Wards?" a report compiled after a study of 50 foster homes made by Dr. H. B. M. Murphy, professor of psychiatry at McGill University, and two graduate students in the university. The study began in 1970.

* * *

"We had a very good Christmas. We had an excellent response from Clubs and individuals. We got money and good clothes including much needed bras in large sizes. We got lots of stuff. Thirty-seven parties were given." Mrs. Vickie Howell, Director of Volunteer Services.

* * *

"I had to show that woman how to put puzzles together. She couldn't do it so I helped her." Resident on returning to building after taking an intelligence test.

FROM CURRENT LITERATURE

"Teaching Day and Night Time Independent Toileting To The Mentally Retarded" By N. H. Azrin and R. M. Foxx.

Does Santa Claus wet his pants? A ridiculous question. No a useful one if used at the Christmas Season when toilet training a child by a new method. Here the old-fashioned teaching technique of encouraging a child to identify with a hero is being used in a method that is primarily based on the fashionable educational technique of behavior modification.

The method is described in the book "Teaching Day and Night Time Independent Toileting to the Mentally Retarded" and is based on the work done by psychologists Dr. Nathan H. Azrin and Dr. Richard M. Foxx of the Ana State Hospital's Behavior Research Laboratory in Illinois. Very low functioning children have been trained by putting them through the routine for eight hours a day for four days. Retarded adults have been trained too. The psychologists have found out that the method works with normal toddlers in a few hours.

Here is the Routine:

First determine if the child is ready for potty training. Twenty months is the average age for normal children. If the child can respond to such commands as "point to your eyes" he is probably ready.

Next procure a doll that drinks and urinates. Have the child practice with the doll by giving it a drink and letting it simulate the act of urinating on the potty. Then the child rewards the doll by giving it a potato chip for behaving like a big girl. Dr. Foxx has discovered that a child learns more about the reward by being the person who gives it.

For the child's training the trainer must have a variety of tasty beverages and whatever kinds of treats such as ice-cream, popcorn or candy, the child likes. Salty treats are best because they give the child more practice in urinating.

If the child likes music a musical potty is a great asset but it is not essential.

Emphasis must be on the dry pants. During the hours the trainer is working with the child he o

(Please turn to page 8)

Adult Services

CASWELL CENTER

Looking with new hope toward the future of our adult population!

J. Kurzer, Administrator, Adult Services

For many years good things that happened to the adults in big mental retardation institutions came largely from families, dedicated staff and a few interested clubs and organizations nearby. For those adults who were able, vocational rehabilitation helped to plan for working and living in the community. However, the great number of less able persons came to these institutions and remained for many years—perhaps all their lives.

In the last several years, the President, the President's Committee on Mental Retardation and many other groups and people involved in planning for the retarded began to take a very close look at retardation institutions. They wondered if there may be better ways and places to help these people!

How unlike the way the rest of us live! How unnormal to sleep in very large bedrooms—50-60-70 people! How unnormal to cut hair off **all** men and give square hair cuts to **all** women! How unnormal to march to eating buildings or to dress alike or to be treated the same as everyone else. **All** over the country, institutions for the retarded began to take a close look at themselves and began to try to change toward more normal ways of caring for people. Certainly some were doing a wonderful job but many, because of limited staff and monies, could do very little.

At the same time, the question was asked: "Could any of these people live better and be happier in small homes located in communities?" Of course, changes would have to take place in communities, supervision offered and programs developed if many retarded would really be better off there! This would be more normal! These trends, these ideas, these hopes from all over our county, are part of the new Adult Services developing at Caswell.

Funding for this program comes from the Social Security Act, Title XVI (this is why so many people have heard "TITLE XVI" Program), to the State Department of Social Services. This agency in turn buys services from the Department of Mental Health for the dependent retarded adult. Retarded persons 18 years of age and older who have potential for becoming mobile, for returning to their homes and communities and for improving their present level of functioning will be declared eligible to participate in the program by the county departments of social service.

It may sound just a little hard to understand but think about it for a moment. These are federal dollars used to buy programs and services for the retarded adult who, with extra help, may be able to live in the community. These dollars will provide the added staff and programs not available to this group of people before. How much training could cottage parents be expected to do if there were only 1 or 2 on for 40 to 60 residents? Not much! Only the best they could and under these difficult circumstances, cottage life personnel have done a marvelous job!

At Caswell, the Adult Service Program (Title XVI) will begin with three major areas of programing. (1) A residential hall, Hardison Hall, will be developed for persons needing a pre-community placement living experience. Named for a resident who was beloved by many, Hardison Hall will provide the normal setting so much like our own home. Routines and duties persons will be expected to know when they enter community living will be taught. Do you take care of your own clothes? What about running a bath? Do you buy your own clothes and personal items? Who can take care of her own hair? Who cuts his own fingers and toe nails? Who knows how to use a telephone? Who knows how to take his own medicines? Sounds very simple—very normal, but many, many adults in this and other institutions are not presently doing these things for themselves. (2) Satellite Programs and work activity are the next major areas where program development will occur. Many people do not need to live in Hardison Hall before leaving the institution. These persons may need extra help in specific areas like grooming or knowing about safety rules or perhaps have special health care needs that could be taught. Special programs will be developed all over campus to provide these services for those eligible residents.

(3) As part of community life, many adults will be involved in workshops or other work activity programs. We need provide similar workshops and work activity here on campus and this too is being planned for 1973.

This sounds very good, you may say, but you may also have two other very important questions! What about people not ready for the community? Either the very handicapped or the multi-handicapped adults? Or the problem adult? And also, you may ask, what about the community! Will our people really get good care and proper treatment? How can we be sure?

This program can serve persons who, for the time being, may not return to the community. Programs for increasing self-help-skills to our most handicapped adult population will be considered during our first year of planning and program beginning. This will probably develop through our satellite services in the various living areas of the adults.

The community part of this program is one which will receive much attention. Social work services will be available to the resident leaving the institution. This staff person will be hired and will live in the home community receiving the retarded adult. This staff person will come to know our resident prior to placement. He will help the resident during adjustment, help him in the activity program, perhaps help him get involved with the church of his choice. To borrow another word very popular at this time, this program will try to develop "adult advocates." Someone to really be interested and whose professional training has prepared him to help our resident who has entered a new and different way of living.

If many persons return to home communities

(Please turn to page 6)

NEW DEVELOPMENT AT REHABILITATION

We at the Facility are constantly in search of new ways to better serve our clients.

Recently, there has been a change in scheduling of our Social Adjustment classes so that our Caswell students can benefit more. The original procedure included small classes held in hourly sessions throughout the day. One hour has been set aside for some of the Caswell students who were not able to understand the films and discussions that were being held. They are being taught basic tools such as colors, time telling, how to carry on a conversation, their age and basic other facts about themselves. Hopefully, we can expand this practice to include other Caswell clients who are not actively involved in the Facility program.

We would like to wish our new Nurse's Aide Class the best of luck over the next four months of training. The class began January 11 with eight students. They will be wearing new uniforms for this session, which should help in keeping up their morale.

Our new punishment system has gone into effect and is working beautifully. Since its enactment, the Board has had to meet only once. Therefore, we consider it a success.

In the past several months, the Rehabilitation Facility has been getting excited over the new interest in the older clients. We have always felt that they were sometimes being neglected while the younger clients were getting all the benefits.

For quite a while we have been dealing with the problem of not knowing what to do with the older more retarded individual, since they offered the biggest challenge. There seemed to be less avenues for them, so we are delighted at the interest that is being shown now.

Still in the planning stage is a big brother-big sister program for the teen clients who seem to need this type of relationship at this particular place in their life. Hopefully, this can be approved and started within the next couple of months.

Starting January 26, this staff will be involved in a training session including meetings held once a month on Behavior Modification. Members of the staff at Cherry Hill will be conducting the sessions and it should prove very informative.

Mary Ellen Gulledge

Adult Services

(From page 5)

perhaps family members will be able to visit more often and this group will help us make sure that things go well for our residents. Families are a welcome part of this total program, and we will want very much their help in planning as this new service begins. We encourage families and groups who have any questions about the program to contact us. Their family member's Social Worker is a good beginning person to speak with. As administrator of the Program, I, too, will be available to speak to persons or groups about this—a new hope toward the future of our adults.

CHRISTMAS '72

How do children or, for that matter, how do we reconcile the two faces of Christmas? The situation was portrayed rather dramatically outside South Dormitory where a model of the manger stood on the east side of the path and one of Santa Claus and his reindeer on the west. To many children the latter is more significant than the former. And what is important to Caswell residents?

A group of seven adult non-ambulatory residents from Johnson 4 and Parrott 3 meets every Thursday at the chapel. On the Thursday before Christmas some other residents were invited to join them to celebrate. They sang Christmas hymns. Then they thought about the journeys taken at the first Christmas. Everybody traveled to Bethlehem. Mary and Joseph came from Nazareth, the angels came from God, the shepherds came from the hills, the wise men came from the East and Jesus came from the presence of the Father.

The residents took a symbolic journey from the chapel to South Dormitory. Some responded eagerly when asked to push wheelchairs. The journey was rather exciting because the campus was infested with vehicles that afternoon and pedestrians had to go warily.

On arrival at South Dormitory everybody gathered to look at the models. Santa Claus came first. They were reminded that God wants us to enjoy life at Christmas. God always wants us to have fun. Kind people help us at Christmas by giving us parties and presents. Christmas is a happy time.

Then they turned to look at Mary and Joseph and Jesus. They were reminded of the gift God gives us at Christmas time to show how much he loves us. Because He loves us we love Him and all his children everywhere. Christmas is a Happy time because every year we remember how much God values human beings.

The group turned around and traveled safely back through the traffic to the Chapel where they sang again. At the end of the celebration everybody was given candy.

How much of the spiritual significance o Christmas do the residents grasp? As much a other people for this is not something we understand with the intellect. This too is a gift.

——o——

FACTS AND FIGURES

As of December 31, 1972 the total populatio at Caswell Center stands at 1727 (911 males an 816 females) with an average daily population o 1603 (886 males and 716 females).

During the last quarter (October, Novembe and December) there were 9 (4 males and 5 females) admitted. Seven (2 males and 5 females were first admissions and 2 (2 males) were readmissions.

During the same quarter there were 29 (1 males and 11 females) discharged. Four (3 male and 1 female) were direct discharges. Twenty-fiv (15 males and 10 females) were discharged fro placement.

There were 6 deaths (4 males and 3 females

Seven applications (3 males and 4 females were received. Applications on waiting list as December 31, 1972—None.

CASWELL'S BEHAVIORAL MANAGEMENT PROGRAM REVOLUTIONARY

(From Kinston Free Press, December 2, 1972)

Sitting in a small room at Caswell Center recently, a woman placed a shirt in the hand of a young boy standing attentively beside her.

"Gregg, put your shirt on," she said.

Gregg struggled with the shirt as if it were a cotton boa constrictor but finally managed to get both his arms through the sleeves.

"That's good, Gregg," the woman complimented while popping an M&M into the boy's mouth and patting him on the head.

Amazingly what is transpiring between the woman and Gregg is the same process that occurs when a first grader struggles with his alphabet or Plato's students listened to his discourses: Learning. Remarkable in this case because Gregg is a severely retarded child with a measured IQ so low as to be considered meaningless by psychologists.

During the 15-minute session that followed, Mrs. Esther Powell, a trainer in Caswell's unique Behavioral Management Program, asked Gregg to repeat the task of putting on his shirt unassisted and each time he performed the task correctly rewarded him with an M&M or a shot of grape juice from a plastic squeeze bottle. Eventually after several sessions a week training for several weeks, Gregg will be able to master the simple task.

'Eternal Babies'

A few years ago children such as Gregg would have been regarded as eternal babies, a burden to their parents, requiring constant attention, and, because of their ignorance of proper social behavior, a public embarrassment.

Thousands of children like Gregg have, therefore, been placed in institutions such as Caswell to spend the rest of their lives as institutionalized babies, fed, diapered and watched over, a limited routinized existence in a restricted environment.

Now a revolutionary system of training in operation at Caswell's behavioral management center and other institutions for the retarded in the nation, offers the possibility that children such as Gregg will be able to learn those elementary forms of social behavior deemed essential for all persons in society: How to use the toilet, how to feed oneself properly, clothe oneself and respond to other people. Eventually Gregg may be able to leave Caswell and rejoin his family.

"The long range goal is for these children to leave the institution and get back into the community," says Jon Smith, a young psychology graduate student who is currently in charge of the Behavioral Management Center at Caswell.

The center, which has been in operation at Caswell since May 1971, supported by federal funds, has already successfully taught dozens of retarded children skills such as dressing themselves or brushing their teeth. These skills were previously thought beyond their capabilities. Behavioral training does not increase the intelligence of these children or diminish the extent of their retardation but it does make use of the limited potential with which they are born.

"People think these children are vegetables," says Smith, "but we haven't found any children who don't make progress."

The training is based upon principles of psycology developed since the turn of the century, first by the Russian psychologist Pavlov, and later by the American psychologist B. F. Skinner. It is known in psychology today as behavioral conditioning and has been used to train animals to perform complicated tasks in laboratories.

But the principles can be applied "either to a rag or a Ph.D.," notes Smith.

Motivation

Put simply, the principles of behavioral conditioning hold that if a person or animal is rewarded (reinforced) for a certain behavior, he will be motivated to repeat that behavior and eventually find it rewarding in itself.

"The first thing they respond to is something tangible," said Smith, referring to the children he works with at Caswell.

"The quicker the reward after a response the quicker the learning," Smith adds, explaining why the trainers at the Center use M&M's and grape juice in a squeeze bottle to reward their students.

A second principle of behavioral conditioning is that anything paired with the reward (reinforcement) will itself become rewarding. Thus the trainers always compliment a child for performing a task correctly either verbally or with a pat on the back.

"After a while they will work for just praise but they have to be taught that praise is rewarding first," Smith explains.

Smith believes the key to the success of training lies in giving the child an easy step — enough to start off with — to insure his success.

Simple Tasks

"The reason most people working with retarded children don't succeed is they don't give them easy enough tasks to start off with. We try to provide them an easy enough task for the child to do it without difficulty then reinforce the response. The children don't learn anything from their mistakes so we try to arrange the environment for them to make the right response."

The training for bedmaking, Smith gives as an example, is broken down into 24 separate steps, beginning with the simple first step of teaching a child to take a pillow from a chair and place it at the head of the bed.

Smith and the center trainers are currently working with several children in Byrum Colony, one of the units at Caswell for severely retarded children.

There are two dozen or more children in Byrum who spend most of their waking hours in a large, dimly lit bare-walled room. Most spend their time sitting apathetically in rockers while two attendants keep an eye on the hyperactive children. Leather helmets protect those with a penchant for self-destruction.

Walking through Byrum recently, Smith was recognized by two boys who came up and clutched his hands. They were the only two children in the room at the time who had received any training, Smith noted.

"In an institution you get everything that's coming to you regardless of what you do," Smith added, commenting on the apathy of the other children. "If you just sit there and do nothing you're going to get the minimum."

Behavioral training aims at breaking through this apathy and enforced isolation of the retarded and restoring them to human society. To do this, Smith emphasizes, "The training cannot be 'cold and mechanistic'. It has to be a warm and friendly relationship between the child and the trainer, otherwise it won't work."

"When training begins, the child's attention becomes reinforced to learn the tasks, but something else happens: The child makes contact with a person and learns that social interaction can be rewarding and he begins to like to interact with people more and more. Eventually the child's personality begins to emerge."

Once the trainers have been able to establish a relationship with the children through initial training, the trainers can teach the children by modeling correct forms of behavior and having the children imitate them. To teach the children how to brush their teeth, for example, a trainer will brush her own teeth and encourage the children to imitate her actions.

"We try to get the children mimicking spontaneously," says Smith. "If the child can imitate well, he is easy to work with because most human learnings comes from modeling."

When a child can start to do things for himself and verbalize his needs, this too is reinforcing. Learning to interact with other people can put them in touch with an infinite range of rewards they aren't aware of now. In the process of learning self-help skills, they learn social skills.

Lee Baker

——o——

CENTER SUCCEEDS ON EXPERIMENTAL BASIS

(From Kinston Free Press December 2, 1972)

Caswell Center's Behavioral Management Center has succeeded as an experimental project. It has proved that even the severely and profoundly retarded children are capable of learning and can be trained in basic selfcare tasks, lessening their burden on parents and attendants, and those who care for them. And they learn to interact socially within the limited range of their personalities with other people.

"Our job is to sell this," says Smith. "It is slow but we are making progress and taking data."

The possibilities of applying these training techniques to the thousands of retarded children who might benefit from them are at present very limited, however.

Hundreds of residents here need training," Smith says, "but we can only scratch the surface."

At present the Behavioral Management Center staff consists of three trainers and one trainer-supervisor. There were recently three positions unfilled out of the ten allotted the center under federal ESEA funds.

Bcause of the small staff only a dozen or so children are currently in training.

The major obstacle to the widespread application of the training is the fact that it is time consuming, teaching a higher group of retarded children how to dress themselves in two dozen or more 15 minute sessions per week for six to eight months. The training works best when it is most intensive.

"Progress with a small number is better than slow progress with a large number."

In addition to being slow, the training itself is monotonous and requires a highly-motivated person to work as a trainer — one with patience enough not to yield to frustration, and intelligence enough to keep accurate data on a child's progress.

Smith's goals are, therefore, more modest. He hopes he can teach others who are already working with retarded children the center's training techniques.

"A big part of our job is to sell it to the attendants here." Smith believes many attendants are already encouraged by the succes of the program. Teaching the children selfhelp skills eases the work of the already overburdened attendants.

But the fact that two attendants may be responsible for as many as 30 to 50 or more children, limits their opportunities for training.

"The attendants feel we can make their job easier but finding the time for training is difficult."

Smith is already investigating the possibilities of teaching the parents of retarded children the training techniques and letting them work with their own child. One couple has already been screened for such training.

The parents of children undergoing current training have also formed a P.T.A. chapter to work with the Center and now have some 20 members.

But for the time being the children are condemned to spend their lives sequestered from society in physical and psychological isolation.

Lee Baker

From Current Literature

(From page 4)

she must check him frequently and reward, hu and praise him when his pants are dry.

The child must get the idea that in the rea world nobody is going to give one candy for being dry but everybody respects one for being dry Here is where the old-fashioned method comes in Talk to the child about his favorite admired relatives or about mythical heroes. "Big Bird" an "Cookie Monster" of Sesame Street are good characters for the modern child. Ask such question as "Does Big Bird Wet his Pants?"

When the child has an accident during th training period have him practice going to th potty from various parts of the house. He shoul go quickly to the potty, pull down his pants, s on the potty for a few seconds and then pull u his pants. Repeat until he has done this ten time

The two psychologists found they could trai the child better in the absence of his mother because he is accustomed to being wet in her presence. They think that the father or an olde sibling makes a better trainer than the mothe but the mother can do it if she can withstand th initial resistance.

This is a book which should be of interest t parents. We have here another example of a pla which succeeds first with the retarded and the can be extended to all.

The idea of the child learning more about th reward by being the donor rather than the r cipient is interesting. Do we make use of this Caswell? And how about ordering a supply musical potties?

22
:38/2

North Carolina State Library
Raleigh

N. C.
Doc.

The CASWELL NEWS

THE CASWELL CENTER - KINSTON, NORTH CAROLINA

"Focus on Triumph"

"I bring her books.
She won't look at them,
The pretty pictures
Don't interest her.
I bring her fruit.
Better for her than Pepsis.
She eats it but then she
Eats everything. Dirt too."
And her eyes say,
'If I could I would
Bring her the earth and
The fullness thereof.'
"I'm her foster granny.
She can't do anything
I wish she could."
"What can she do
In the building?
Nothing ma'am, nothing.
She can't dress herself.
She can't bathe herself.
She's not interested in
Her fellow residents.
Talk, Oh no ma'am
Can't say a word.
But she can do one thing.
She laughs aloud now.
She never laughed at all,
I never heard her laugh until
She got a foster granny."

April, 1973

Volume XXXVIII

Number 2

The Caswell News

Volume XXXVIII - No. 2 KINSTON, NORTH CAROLINA, APRIL, 1973 $1.00 Per Yea

Published quarterly for the benefit of Caswell Center and for the information of the citizens of North Carolina.

Assistant Superintendent .... George Adams
Asst. Supt. for Administration .... W. J. Gamble, Jr.

Editor .... Jean I. C. Tabory
Associate Editor .... Pearl L. Adkins
Circulating Manager .... Vickie Howell
Treasurer .... Mrs. Evelyn Carlisle

FOCUS ON A CHANGING FOCUS

"Today, we who work in the field of mental retardation — both professionals and interested parents and friends — are experiencing changing directions in services — a direction in which services for the retarded that traditionally were developed around an institutional model are now being shifted to focus at the community level," said Ann Wolfe, M.D., deputy commissioner of mental retardation, a few months ago in Duplin County. She pointed out that institutional care thrived in the past because professionals did not know enough about mentally retarded people, and parents had no other sources to which to turn for help. Now we know that retarded persons are not ill so they don't need hospitals, not deviants so they don't need to be segregated from society, and not children of innocence so they don't need to be protected from society, freedom and their human rights.

The retarded are human beings with emotions, needs, and rights like the rest of us. They can grow, learn, acquire skills and live in the community, at least in a semi-independent way. According to the normalization principle the retarded develop best if they live lives as like those of normal people as possible. This can be done only in the community and if it is to be done effectively community agencies such as mental health centers, health departments, vocational rehabilitation facilities, schools, workshops and day care centers must serve the retarded. These and other agencies needed must work together. When members of the public see the retarded functioning in the community they will accept them.

A significant number of the residents in institutions are there not because of mental retardation but because there has been no place for them at the community level. Throughout the nation today there is a trend towards serving retarded citizens at this level.

Dr. Wolfe's speech was reported in Forum, November-December, 1972 and in the same newsletter there was an article entitled "Eastern Region Plans Its M R Future". This plan in accordance with the new philosophy is community oriented and builds upon the family unit as the most appropriate place for child rearing. Medical and social research indicate the importance of the family.

The plan is of interest to us because it determines the future role of Caswell Center.

Caswell Center in the future will require physical space for 650 residents to meet the needs of the Eastern Region. The plan calls for 100 residents per year with basic self help skills t progress to community based programs in th next seven years and for 559 residents from outside the Eastern Region to be transferred to appropriate regional centers or appropriate community placement.

In the future Caswell Center will provide th following six services:

1. Long term care for retarded persons without self-help skills or with specific problem that make care in the community un feasible.
2. Short term training for less severely re tarded persons. The training will have specific goal and a time limit (up to on year). The goal having been attained, th individual will be transferred to the com munity.
3. Respite Care for the profoundly handicapped and less severely retarded person from Region P of the Governor's Multi County Planning Regions. This space wi be used to help families facing a crisis o needing a vacation.
4. Day programs for children and adults fro Region P within commuting distance o Caswell.
5. Staff development and new staff trainin for mental health center personnel and per sonnel from other agencies and groups i conjunction with progress of in-servic training.
6. A quality control resource offering techn cal assistance, supervision, evaluation an monitoring of community programs for th retarded.

Plans can succeed only if there are sufficie community resources to meet the needs of ind viduals who will leave Caswell and of those wh are potential candidates for admission. The com munity part of the plan calls for the followin three types of service in each of the Governor Planning Regions in the East (excluding Regio P).

1. Community Respite Care Homes. Those who go to such homes stay for only a short term. Their purpose is to provide relief for families.
2. Community Day Care Programs for Adults and Children. These will include day care centers for pre-school children and children excluded from school and day care and-or work activity centers for retarded adults in the community. Funds have been requested in the Caswell budget for a minimum of six programs for children and six for adults in each mental health area.
3. Family Care (Group Homes) in the community. These provide long-term residential services for adults in the community and have traditionally been the responsibility of the Department of Social Services (DSS). The responsibility of the Department of Mental Health (DMH) will be to cooperate with the DSS to broaden and strengthen the programs so that more retarded adults can be placed in homes where therapeutic programs are available.

Only in the community can the legal and human rights of human beings be preserved.

———o———

DO YOU KNOW?

Open House will be celebrated on Wednesday 2nd May.

* * *

Field Day was held on Tuesday, April 17th. Everybody in Training and Education took part. Ninety pounds of hot dogs were consumed. A. L. Moye was Chairman.

* * *

A Maundy Thursday Service was held in the Chapel.

* * *

Mesdames Jennifer Foyles, Gail Murphy and Miss Penny Pipkin, mental health technicians organized an Easter Parade of a zoological nature. They pulled beribboned cages containing white rabbits, a bantam rooster, chickens and ducklings through many buildings.

———o———

Caswell Center with the Beaufort County Ministerial Association and The North Carolina Council on Developmental Disabilities sponsored a Ministers' Workshop on April 5. One minister whose son was a Caswell resident in the past said that Caswell was not an institution. According to one authority there are three characteristics of an institution:

1. People live together in larger numbers than is the case in the community.
2. In an institution one caters to the lowest common denominator. A recent example is that at Caswell one woman became disturbed and the door was kept locked for a few days so that she could not run away. The other forty-nine women were displeased.
3. In an institution the residents always associate with the same people.

Caswell qualifies on all three counts.

BOUQUETS

TO

Mr. and Mrs. Joyner who operate a group home in Wilson. Four retarded women live there in a normal atmosphere. They go to work in a workshop in Rocky Mount in a bus which picks them up every day. They are taken on fishing trips. They enjoy what a social worker describes as, "The sexiest bathroom you've ever seen. All decorated in shades of pink." Judy a former resident has fewer seizures than she had when here and Dora now looks people in the eye.

* * *

Mrs. James T. Noble of Tarboro who has been coming here for the past nine years to give a Valentine Party to the women in Johnson 4.

* * *

Carlton Lanier, Caswell employee, who helped Henry to make a stool to stand on so that he could see into the mirror in his bathroom in Hardison Hall and another stool so that a very short man there could drink from the water cooler.

* * *

Mrs. Artie Broadwell who has been nominated by our Volunteer Services Department as Volunteer of the year. Mrs. Broadwell became interested in Caswell when her grandchild was admitted and she saw the need for help from the outside. She has been coming regularly since 1968 and had 1864 hours of service to her credit at the end of December 1972.

She works in the clothing closet two full days a week and on Friday mornings she works three or four hours in McNairy with non-ambulatory residents for whom she buys cookies with her own money. When first she came to Caswell she saw residents out in cold weather without sweaters. The Volunteer Services Director explained to her that she had sweaters for distribution but they were packed in boxes and she had nobody with time to unpack them. It was then that Mrs. Broadwell realized she was sorely needed in the clothing closet. Among other tasks she unpacks clothes cheerfully for hours and displays them for residents to choose garments. She accompanies Mrs. Howell on shopping expeditions for lingerie for larger residents for whom suitable donations just don't come.

Mrs. Howell, Volunteer Services Director, recommended Mrs. Broadwell because of her industry, initiative and warm-heartedness.

With twenty-five other volunteers from Caswell Mrs. Broadwell will attend a tea in the Governor's Mansion on May 17th and then go to a banquet in the Sheraton Hotel in Crabtree Mall where the winner's name will be announced and the reward presented.

FOCUS ON A NEW IDEA

Can we help you? Does the bright light of spring pouring into your living room fall on dust you have no time to remove? Does a glance at your lawn reveal luxuriant growth of grass you are too tired to mow? We now have an Odd Job Program in Adult Services at Caswell and we are looking for such work as mowing, raking leaves, general yard work, including simple gardening, and household tasks. The Odd Job Program is a means of bringing together residents who wish to work and earn money and home owners who are willing to pay to have jobs done for them. The pay scale is reasonable being from 30 to 50 cents per hour. Less skilled workers are paid less.

We plan to use supervised work teams. A team could work in yards. A team could clean up a freshly painted apartment after the painters had left and before the tenants moved in. During planting and harvesting times a team could work on farms: at any season a team could be used to work under supervision in one section of a factory carrying out one portion of the process. Can you help us? Human beings need to work. It is when we work that we see ourselves as contributing to the fabric of society. We build up our social skills as we associate with others at our daily tasks.

In this culture human beings need money. Residents cannot become rich in the Odd Job Program but they can earn some money to buy what they need. This is the normal thing to do. Fifty-two year old Henry who has lived at Caswell for over forty years had the thrill of buying his own pajamas in a store in Kinston last week. He knew he had ten dollars he had earned to spend and he explained to the clerk that he wanted two pairs of pajamas. When the clerk showed him long pajamas Henry who is a short man explained that he wanted "Knee Knockers." He selected two pairs of smart summer short pajamas.

Can the retarded work hard? Willie earned almost two dollars moving furniture last week. His back is as strong as any man's and his willingness to work stronger than that of many.

You can help us if you live near Kinston. We want the public to see retarded citizens as functioning individuals rather than dependent useless creatures. Don't take our word for this. Hire some and find out and then tell your friends. Phone Hardison Hall, Ext. 271 and hire a worker or a supervised team.

———o———

FACTS AND FIGURES

As of March 31, 1973 the total population at Caswell Center stands at 1708 (908 males and 800 females) with an average daily population of 1619 (882 males and 737 females).

During the last quarter (January, February, and March) there were 8 (5 males and 3 females) admitted. Seven (4 males and 3 females) were first admissions and 1 (1 male) was a readmission.

During the same quarter there were 22 (6 males and 16 females) discharged. One (1 female) was direct, 1 (1 female) was a transfer out, and 20 (6 males and 14 females) were discharged from placement.

There were 5 deaths (2 males and 3 females).

Eleven applications (9 males and 2 females) were received. Applications on waiting list as of March 31, 1973 — None.

FOCUS ON A UNIT TEAM MEETING

Take a look at Eber. He's fat and florid and his striped rompers do nothing to enhance his appearance. Almost fifty-eight years old and severely retarded he has lived at Caswell since 1923.

On Tuesday, January 16, a team of workers was taking a look at Eber. They were wondering whether his needs could be met better in the community or at Caswell. "Nothing to wonder about," perhaps you are saying. "The man has been at Caswell for fifty years. He's well fed. He's with his own kind. He's getting on in years. He's used to Caswell. Why disturb his routine?"

But is he with his own kind? Is he not too well fed for his own good? The team composed of two nurses, a social worker, a social work student, a psychologist, a cottage parent, and two cottage life supervisors pooled their knowledge about Eber and tried to come up with a plan based on an understanding of the complete situation.

Eber lived in Cartwright some years ago. The cottage parent present knew him then and explained that he was transferred from there because having a crippled leg he had to walk very slowly. One man could not be allowed to hold up seventy-nine other men on the way to the dining room three times a day. Eber landed in Parrott 1. He can talk. Most of the profoundly retarded men there cannot so he has nobody to talk with. Most of the men in Parrott 1 are not toilet trained. Eber was toilet trained but being lazy, and seeing it was not the custom to use the bathroom in his building he got into the habit of going only when he felt like it.

Eber is inclined to be lazy and his living situation encourages this. No demands are made on him. Only when the working residents are absent is he expected to perform little chores. His obesity is related to his laziness. Most of his fellow residents have to be fed and when Eber helps to feed them he does so on a bite for bite basis. He eats a spoonful himself after giving a spoonful to the resident he is feeding.

Eber has been lost in the crowd at Caswell. There was no place that exactly suited him so he ended up in a building with the profoundly retarded. The cottage parents have always taken an interest in him and now that teams have been set up to plan for residents they brought Eber to the appropriate team's attention.

Most of the team members thought that Eber would fit in well in a small group living situation if he could be toilet trained, or more exactly retrained. It's not so easy to get lost in a small group living situation as it is in a large institution.

The time has come for society to take a look at the mentally retarded and to decide which programs and living situations best meet their needs.

NEWS FROM VOCATIONAL REHABILITATION

We feel very fortunate at the Facility to finally receive a new trailer to be used for more office space. Preparations are now being made to permanently place the trailer directly in front of the present offices. Hopefully within the next month the offices will be ready to accept as occupants Mr. Dunne, our Director, Mr. Elmore, the Casework Supervisor, and two of our secretaries, Mrs. Webb and Mrs. Kornegay. We are hoping that in the future we will have an additional trailer to provide office space for the three counselors and their secretaries.

Preparation is now underway for our Regional Rehabilitation Convention in Winston-Salem, May 13, 14, 15, and 16th. All of the counselors and many of the instructors will be attending. There will be several states involved and an estimated number of 1,500 people are expected.

We would like to congratulate our present Nurse's Aide Class on their future graduation on April 27th. We would also like to express our thanks to Mrs. Myers, Mrs. Roberts, and all of the staff involved in working with these students.

We would also like to welcome Mrs. Helen Williams back to our secretarial staff from maternity leave. Her return came at a most appropriate time since we lost our receptionist, Mrs. Judy Rouse on March 31st.

Our staff has become actively involved in the Behavior Modification Training Program that takes place once a month at our Facility. We hope to be able to apply our newly acquired techniques to our everyday routine upon completion of the training.

Efforts are now being made to extend the number of boarding homes that we have available in order to better serve our clients and their needs. Some clients seem to function better in a smaller group of people and others function better in a larger group. We are hoping that with a wide variety of homes, we will be able to pick the home that best suits the client's needs.

Mary Ellen Gulledge

———o———

A SPECIAL PROJECT CALLED READING

Casewell's Training and Education Department assigns students to a special project known as the Academic School Reading Lab. The purpose is ndividualized instruction in small groups for the mastery of reading skills and the application.

The philosophy is that every child deserves the opportunity to learn at a level and rate appropriate for him. Prescriptive reading systems are scheduled. But an occasional period can turn into a method called team teaching (in reverse) — four or more students demonstrate that rates and evels are variables.

Most of those presently enrolled, for fifty minutes daily will be leaving to return to their famlies or go into foster homes. Some will go into ob training programs or immediately join the labor force.

A look at the housing, a brief appraisal of equipment and materials, and encounters with students in action should orient one for a participation visit.

One lay visitor said that System 80 is more fun than a back-room slot machine and that the Hoffman Reader is more interesting than prime time TV. An employee, during a tour of duty, has consented to tape one of his relevant stories — in the vernacular. A retiring administrator said he would consider taping a story, one of his own, and a professional has recommended a colleague as a photographer. Visiting firemen show interest in student placement, progress and evaluation.

The facility is a mobile unit adjacent to the school building. It is well lighted and air-conditioned. Steps and ramp have hand-rails. The phone is for campus use. It is a fringe benefit in that it enhances the student's self-esteem. He can, with reasonable discretion, call his principal, his student evaluator, his job placement official, his Social Services mentor, his psychologist or his matron or cottage parent. He can call the chaplain, the Cottage Life office or the beauty shop.

Now that a hospital attendant or nurse accompanies non-ambulatory students, Rodney calls when he is ready to go. Last week he identified the busy signal. Another manipulative achievement is making a paper cup from notebook paper. He can't reach the cold-water fountain but the cup makes him feel self-sufficient. He is learning to read. His formal schooling started fairly recently. He seems mature and converses well with adults.

The atmosphere is much like that of a family room where each child has something going for him (we trust). Yes, Virginia, there is a cookie jar.

Other non-essentials are a full-length mirror, a lavatory (with hand lotion and hair spray available) and that institutional rarity a single occupant, shut-the door john complete with a window and something to read. No one exercises this privilege if boys and girls both are present, in spite of Archie Bunker's example. But if that delightful personality Ray doesn't prove to be dyslexic, he just may have a very private place to study.

One study carrel has induced an attitude change. Barbara, voluble and gregarious, agreed to try independent study in a carrel, reluctantly. She was told that she looked like a college student — now she does. Within reasonable time she has passed her progress tests. If this new self-image makes the difference, more traffic will be directed to "the road less travelled by." This change has made it more rewarding to work with Terry to channel that charisma. He is rubbing his eyes less and seeing more of what he needs to see.

Audio-visual equipment supports several reading systems. Psychotechnic's RX Reading Program and Borg-Warner's System 80 are prescriptive with progress tests. The RX voice is that of a man. The material is divided into letter sounds and sight words and basic noun words. System 80 teaches words, phrases and sentences. The student can have the woman repeat as often as he pushes the wrong button. Both get feedback. Both are exact and concise. Jamie, who has a great hearing loss, responds well to system 80. He uses earphones — as the others do. He is making measurable prog-

(Please turn to page 8)

FOCUS ON A QUESTION

Is it good for Retarded Person to say "I Do"?

From Current Literature

Marriage is the normal pattern of living for most people in this culture. Indeed it is the pattern in most cultures. Accordiing to the Judeo-Christian tradition it was established in the beginning and is the will of the Almighty.

Most of us are for marriage. Those who fail at it seem determined to try again. When it comes to retarded people many of us even among those who believe in the Normalization principle change our minds. We tend to be against marriage. Our attitude is based on opinion, not knowledge, for very little research has been done in this area.

In Mental Retardation, February 1973, there appears an article on a study done in California by Linda Andron MSW and Mary Lynn Sturm MSW on 12 couples in which at least one partner was mentally retarded and had received services from a social agency, at least in part, because of the agency's definition of retardation. In 10 cases both partners had been officially defined as retarded. The other two were subjectively regarded as retarded by professionals who dealt with them.

A questionnaire given within the context of an in-person interview was the method used. The subjects were encouraged to talk informally in addition to answering the unstructured questionnaire items.

The age range of the group was from 21 to 52, the IQ range from 40 to 84, and the length of marriage ranged from 8 months to 11 years.

What did these people think of marriage? Twenty-three were for it. All save one man said married life was better than single life because of the companionship provided in contrast to their former social isolation. Even those who confessed to having problems preferred being married to being single. Two men had reduced their alcoholic problem since marriage. One woman's social worker reported a marked increase in her client's verbal abilities since marriage.

What did the group think about children? Most, but not all, wanted them. Most had been given advice by their families against having them. Seven couples had been sterilized, three were naturally sterile, one had children, and one used birth control. Some who had been sterilized had not understood what was being done to them. Five couples expressed negative feelings ranging from disappointment to bitterness about their inability to become parents. Five changed the subject quickly. One spoke of plans to have children.

One couple had four children — one retarded and in a foster home, the second a "head banger" and the youngest aged 2 and 3 still showing no pathology. The children were well-kept. The mother tended to smother them, wanting to keep them in bed with her. They told their social worker their most pressing need was for clothes for the children. One cannot generalize from one family.

Three of the women expressed awareness of their limitations in regard to caring for children.

Three childless couples spoke of adoption. Seven used pets as child substitutes and spent an extraordinary amount of psychic and physical energy on them. One woman had a stuffed animal collection, another a doll collection, and a third worked as a volunteer with Head Start.

And how were the couples functioning in society? They seemed to get along on a day to day basis. They needed help from parents, other relatives, neighbors or social workers in times of stress associated with major disagreements and decisions and difficult financial matters. They tended to get into trouble with the law because of poor judgement.

How much supervision do such couples need? There is no easy answer. Those in supervised work situations had the advantage of steady employment with employers who did not exploit them and the companionship of their peers but the disadvantage of segregation from the mainstream of society in an atmosphere likely to foster dependency.

Were these people living lives like those of others? They were like many other Americans in spending much of their leisure time watching TV. All had at least one TV set and several had two. All save one were moderately well groomed. Unlike many normal citizens they paid for everything in cash. Only one couple used the husband's income as the sole means of support. All were connected with at least one social agency.

Should the retarded marry? This is a pressing question and will become more so as the normalization principle gains wider acceptance. How can we help them in this area? The writers conclude by saying that a good deal of research is needed to provide knowledge.

———o———

THEY SAY

"Scores of reasons have been given why mentally retarded people should be brought out of institutions and into the communities. I want to add one: they will be seen. They will be seen, no longer as strange creatures behind an intitution's walls, but as human creatures coping with all the problems of living that face the rest of us.

You may not like your neighbor but at least you see him. At least by seeing him regularly, there is a chance for his stereotype to melt away." Bernard Posner, Deputy Executive Secretary, The President's Committee on Employment of the Handicapped.

* * *

"The selection of Renee Vincent as this year's Poster Child clearly exemplifies one of the important principles expressed earlier by President Nixon — that the great majority of mentally retarded persons, both children and adults, can live normal, meaningful lives outside of institutions. Renee attends special education classes in the public school system. She is a very real part of her family and her family is very much part of the life of their community." Dr. Philip Roos, NARC Executive Director.

FOCUS ON A RESIDENT

Reading can be a normalizing process. Consider Linda, an epileptic somewhat spastic young lady who has lived here for eight years. There was a time when she slipped down the hill. She had seizures; she fell; she lost interest in things. She was transferred to Johnson 2 where she did not have to walk to the dining room. Her pretty hair was seen no more for she wore a helmet to protect her head when she fell as she habitually did during seizures.

Linda was well cared for. She settled down — down into peace, or was it stagnation? A vigorous social worker became interested in Linda in the autumn of last year and decided that something could be done. Using the team approach she brought up the question of Linda's needs at a Treatment Planning meeting. She reported Linda could read and had been a pupil in the Academic School. The person present who knew Linda best viz. the cottage parent agreed that this resident needed some kind of scholastic stimulation. The student evaluator regretted that there was no place for Linda, an adult, in the academic school program. A psychologist mentioned that a woman came to her office early every morning for reading lessons and that if the social worker could arrange for Linda, who habitually proceeded at a snail's pace with time out for falling, to come at the same time as the other woman, daily reading lessons would be provided. The social worker accepted the challenge and Mrs. Jennifer Foyles, a mental health technician, was asked to accompany this resident to class. Linda's feet were on the upward path.

Soon she was transferred to Johnson 4 where older, less active, more verbal residents lived. Her fellow student brought her to her lesson. The cottage parents saw to it that she was ready to leave every morning. Just before Christmas this woman was placed in her community. Once again Mrs. Foyles escorted Linda. The nurse in the colony arranged for her to take her seizure prevention medicine before leaving the colony.

After a while Mrs. Foyles thought that Linda could come to her lesson alone. It was foolish to encourage her to be dependent on others. For a time she was watched from a window as she walked from one building to the other. It was observed that she always looked both ways before crossing the street.

Linda became very interested in a paper frog that marked the days on a calendar in the psychologist's office. She delighted in talking to this frog and addressed it as Mr. Froggy. If told that Mr. Froggy wanted her to do anything she did it. She was informed that Mr. Froggy wanted her to walk faster to school. She walked faster. It was known that Linda could move quickly because her cottage parents had observed that she could leap like a dervish when dancing to music. When she became twenty-one she said, "Now Mr. Froggy you must call me Miss Brower".

Mrs. Foyles thought that Linda would look much more normal without her seizure helmet. She talked with the supervising nurse in the colony who consulted the record on the frequency of the seizures. At a meeting attended by the nurse, the mental health technician, the psychologist and the building social worker the decision to remove the helmet was taken.

Mrs. Foyles thought that Linda's pretty dark hair would look even prettier after a little attention from a beautician as would that of some other ladies in Johnson 4. In the colonies the beauticians have time only to give hair cuts. Shampoos, setting, and permanents are reserved for the residents in outside buildings. It so happens that Mrs. Foyle's mother is a beautician who is willing to do volunteer work at Caswell. Mrs. Foyles through the cottage life department has arranged for her to work in Johnson 4 with one of the Caswell beauticians perhaps once a week or once a fortnight. Reading has strange ramifications. Here it is helping to normalize a whole living unit.

Linda is working and enjoying it. Often she remarks, "I come a-trotting and a-singing to school." She does her homework. Occasionally she comes without completing it and then she always promises Mr. Froggy she will do it for the next day. Once she asked, "Do you know how I know? My nerves tell my brain and my brain tells me."

At the beginning of April she was a member of a group taken to the Zoo in Rocky Mount. Mrs. Foyles was proud of her. She insisted on signing her name in "real writing" and read all the notices to her fellow travellers. She was much impressed by a huge stuffed bear. Asked if she talked to it she smiled. "No. Of course not. It wasn't alive." She knows the green paper frog is not real. Her talking to Mr. Froggy is a game.

We all wonder what the next step in the normalization of Linda will be. Perhaps she has reached her peak, perhaps not. It has taken the efforts of cottage parents, social workers, nurses, psychologist, and mental health technician to bring her thus far. And we must not forget her own efforts. Her smiling morning face has helped to humanize those who work with her.

This is not a fairy tale. Linda still has seizures. She sometimes falls. She is even reported to have temper tantrums at times. Nonetheless her progress is remarkable. She is once again saying "yes" to life.

Linda has benefited from the team approach and there are more members on the team than we have mentioned so far. There is the secretary who types the stories which Linda uses for written homework. And there are the ladies on the janitorial staff. During seizures Linda is incontinent. Recently for the first time she had a seizure in the psychologist's office and two ladies cleaned the floor with willing smiles.

A Special Project Called Reading

(From page 5)

ress with that and with programmed reading. He enjoys the Stories. Jamie is in a regular class and is assigned to a speech therapist.

Hoffman materials have content appeal. They broaden the student's experience. A favorite learning tape with cassette player is a program of consonant blends. It is not unusual to hear a student, wearing earphones, singing the rhymed verses to the tune of "Row, Row, Row Your Boat." Testing places a student in one or more programs and indicates reinforcement materials and devices.

Current focus in on Programmed Reading from Behavioral Research Laboratories. A placement test was given school-wide. Students now working in the lab have Series One with the Sullivan Readers and Stories. These are high interest easy reading. If Johnny can't read no one can quip, "Dick and Jane are to blame." The child progresses at his own rate, takes progress tests, and competes only with himself, except recently.

Competition for the Special Olympics in physical education has carried over into the reading lab. A student will time himself or try to overtake the fellow in the book ahead of him. Some who have had little success in athletics are showing an inclination to achieve in reading, or perhaps to compensate. On the North Carolina official map, Greensboro is the target with California 'way off the map' to the west. They are comparing distances and locating hometowns and Camp Don Lee by using the marginal information and the mileage scale. This map interest is prevalent in homerooms too. They sang at Tarrytown Mall, Rocky Mount. Now they want to go back and look at the rocks and boulders of Tar River. A Hoffman record and filmslide "A Volcano Is Born," aroused interest. Most have never had original bob-jacks rocks.

To some extent the reading lab serves as a resource center. Cassettes and duplicating masters are available as is BRL's Language Arts Readiness Program. This program will be used more in collaboration with classroom teachers or other personnel as student population changes occur. Auditory and visual perception handicaps were considered when the reading lab was equipped.

Deficiencies in perceptual skills delay the reading process in the early grades. Deficiencies in Cognitive abilities delay the reading process in the middle grades. The lab is set up to supplement classroom work. A few students show little progress; others are reading for profit and pleasure.

One girl makes no progress unless she is alone with the teacher. She is beginning to hear, repeat, and see the final consonant of a three-letter word. Two of her peers are finishing "The Adventures of Huckleberry Finn" and examing Mark Twain's unfinished novel in life Magazine, "Huck Finn and Tom Sawyer with the Indians." Pat and Linda correct Huck's grammar and usage (a tribute to their long stay at Caswell). They comment on his attitudes, almost like the Widow or Aunt Polly. Yet, they accept him for what he is, a product of his environment. They are pleasantly titillated at his opinions of right and wrong and of the good place and the bad place.

They are comparing different abridged versions of "Huck" and coming up with a kind of literary criticism. A bit of social criticism is in the making. They are cool to Tom Sawyer's elaborate plans and procedures for freeing Jim, knowing there was a better way. It remains to be seen if they make an analogy when an anniversary clipping goes on the bulletin board. The Civil War began 112 years ago April 12, 1973. Tom's plan didn't include bloodshed but he got shot.

Danny has been carrying his New Testament like Lionel carries his blanket. At first he showed some interest in a concordance but didn't follow through on word citations such as read, study, learn, hear, love. He listened to Mark Twain's chapter on Moses and the Bulrushes, in which Huck "couldn't see no good in reading about dead folks." Danny has devoted more time and effort to improving his skills. The challenge now is to restore Danny's claim to distinction and teach him to really read the Bible and quote it if he wants to.

A new clipping tells about a new Tom Sawyer movie, a musical. An article about the Kennedy daughter going down the Mississippi on a raft got misplaced before the need for it arose.

Ronnie's oral reading has support from the papers on "Charlotte's Web" by E. B. White. A half-page ad of the movie, being shown at Radio City Music Hall was contributed by Ronnie's psychologist. Animated cartoons represent the characters. The voice of Debbie Reynolds is Charlotte the spider who befriended the pig. The voice of Paul Lynde is Templeton the rat. John, almost a non-reader, identified the TV personality, Lynde.

John has difficulty mastering symbols as words but he learns a lot by listening. He frequently supplies a word in context for better readers.

The latest thing in the news is an account of a contest to find the most "humble, radiant, terrific" pig. This is a promotion for "Charlott's Web" and calls for a short essay and a photograph. Ronnie is now planning a field trip to the Caswell farm pig parlor to select a pig and photograph him. He says the dairy has won honors for terrific milk cows and surely there must be at least an humble pig. Now he needs a photographer or someone to help him. Careers have begun on less.

The school library has a wide selection of books and periodicals. These two books have been shared with other students. Their selection was a happenstance — or was it? The simplest correlation yet is campus news. The farm's berry bushes have been cut down — Huckleberry rhymes with blackberry.

As Emily put it, "There's no frigate like a book." And, one might add there's no frigate like the Ram Neuse, a local historical relic, sharing an April anniversary. Research, anyone? The lab has no basal readers, no subject-matter obligation. Printed matter about the Ram Neuse is timely. It could be stimulating.

Susie Webb
Remedial Reading Instructor

2
38/3

North Carolina State Library
Raleigh

N. C.
Doc.

The
CASWELL NEWS

THE CASWELL CENTER - KINSTON, NORTH CAROLINA

Help retarded adults

Offer to become a volunteer worker or an advocate for the retarded.

Proclaim the message that retarded citizens can live useful lives in the community.

End the notion that retarded people are eternal children who need to spend their lives in institutions.

July, 1973

Volume XXXVIII

Number 3

The Caswell News

Volume XXXVIII - No. 3 KINSTON, NORTH CAROLINA, JULY, 1973 $1.00 Per Year

Published quarterly for the benefit of Caswell Center and for the information of the citizens of North Carolina.

Acting Chief Executive Officer ....George Adams
Asst. Supt. for Administration ....W. J. Gamble, Jr.

Editor ....Jean I. C. Tabory
Associate Editor ....Pearl L. Adkins
Circulating Manager ....Vickie Howell
Treasurer ....Mrs. Evelyn Carlisle

HOPE

Hope is our watchword. The present widespread interest in the rights of all citizens gives us cause to hope. The climate of opinion is against placing the retarded in institutions for life.

Hardison Hall is a symbol of hope — the hope that many retarded adults not capable of being trained to become tax-paying citizens can be prepared to live lives rather like our own in the community.

The opposite of hope is despair. Suddenly one knew despair in the bright sunshine at the Hardison Hall Open House. "Ladies and Gentlemen, Distinguished Guests" began several speakers. There in the audience stood a group of women from South Dormitory. These never had been, and never would be, distinguished citizens. No training on earth could place them in that category.

Common sense dispelled despair. We are not trying to turn the retarded into distinguished citizens. After all most of us are not, and never shall be, distinguished citizens. We are ordinary people. The normalization principle demands only that the retarded live lives as like those of normal people as possible.

And who are distinguished citizens? A statement made by Mrs. Eunice Kennedy Shriver calls for some thought. "It is now the obligation of society, and that means all of us, to value and nurture above all the moral principles which teach us that all human beings are equal in the sight of God, that those who have the most gifts have the greatest responsibility, that indeed those with the least must be entitled to the most in a compassionate society and that every human being must count as one whole person."

We have hope because we have faith in the retarded. But have we faith in each other? Some of us have expressed some resentment towards Hardison Hall. Many have felt that the people there are getting all the praise and attention. But surely it is usual for new programs to get attention.

There is another cause for resentment. Some feel that there is nothing very new in what is being done there. Residents mowed grass, made beds, brushed their teeth, and painted their fingernails before Hardison Hall was thought of. This is true but now trainers have the chance to give concentrated attention to small groups. Let us hope for a time when all residents will have this advantage. If Hardison Hall succeeds perhaps we can convince legislators to find money for us to do this for everybody.

"And now abideth faith, hope, love, but the greatest of these is love," said Paul. Let us examine ourselves to make sure that we put love of the retarded, meaning by love the active desire for their well-being, before self love. Let us rejoice in the opportunity a few residents have in Hardison Hall and plan for others to have it too.

FACTS AND FIGURES

As of June 30, 1973 the total population a Caswell Center stands at 1606 (918 males and 78 females) with an average daily population of 155 (849 males and 708 females).

During the last quarter (April, May and June there were 16 (13 males and 3 females) admitted Twelve (10 males and 2 females) were first admissions, 3 (2 males and 1 female) were readmissions and 1 (1 male) was a transfer in.

During the same quarter there were 15 (males and 12 females) discharged. One (1 female was direct, and 14 (3 males and 11 females) wer discharged from placement.

There were 2 deaths (2 females).

Nineteen applications (12 males and 7 females were received.

ADVENTURE

"Lord, I had such a good time I didn't want i to end," exulted Catherine sitting in her wheel chair. "I went swimming. I mean I put my fee in the water. My parents weren't able to take m to the ocean and I never seen it till this time. had a wonderful time, I mean I did." Catherin has lived 44 years in Caswell.

"I went to the beach when I was little," adde Donna. "My parents could carry me then. The can't now."

"We walked in the water, Honey. They hel us under the arm and we walked in the water an on the sand," chipped in Katie.

"I liked the Governor's Mansion," said Donn

"Do you know what I liked?" asked Clara. ' liked that Coca Cola Plant where you can see th bottles going down that thing. And we went to th Fire Station."

"We ate in a restaurant, "remarked Elizabet

"I ate chicken and I didn't leave a crumb."

"I had a shrimp dinner. I've never had that before," said Katie.

"I ate and I paid for it,"stated Catherine.

"To sum it up in one word it was very nice. I really do appreciate it," concluded Katie.

These non-ambulatory women in Johnson 4 were describing four days of adventure they had just enjoyed. This was organized by some workers in Hardison Hall and two social workers. Two mental health technicians went on the trips. Five adult male residents from Parrott 3 also took part. Said a mental health technician, "It was hard work but it was worth every minute of it. We are tired and so are they. It took ages to load them on to cars. They were very appreciative. It was just like a fairy tale."

Those who did the hard work were Jennifer Foyles, Gail Murphy, Linda Loomis and John Owen from the Social Service Department and Tom Bennett, Vernon Freeman, Joyce Horton, Helen Powell, James Waters, and Cozelle Wilson from Hardison Hall. They roamed as far as Wilmington and Raleigh. All were full of praise for those whom they encountered on their travels. They were most graciously received in the Fire Department and the Police Department and the Coca Cola Bottling Company in Kinston. The workers in restaurants were very helpful. The young men working in the Governor's Mansion went out of their way to assist them. It was a very worthwhile adventure.

———o———

BOUQUETS TO

Miss Penny Pipkin, mental health technician, who, having worked for a while with Sharon in Pate 2, thought that this cerebral palsied girl was capable of chewing food in the normal fashion instead of eating ground bowl, and brought this fact to the supervisor's attention, and to Sharon who on May 9th ate regular food from a tray for the first time since she came to Caswell.

———o———

Donna in Johnson 4 who began to make her own bed in May. There isn't much room for her wheelchair between the beds but there is enough. Her hands are handicapped so she uses her teeth to hold one end of the sheet.

———o———

The thirty-nine residents who competed in the N. C. Special Olympics for Retarded Chidren at the University of N. C. in Greensboro on May 25 and 26. They won 15 first place medals, 11 second place medals and 8 third place medals. In track and field events they won 22 out of 56 medals. In swimming they won 12 out of 14 possible medals.

———o———

The recreation department staff who trained the olympic competitors.

———o———

Mrs. Jennifer Foyles, mental health technician, who saw the need for hair styling in Johnson 4 and persuaded her mother who is a beautician to come regularly as a volunteer and to her mother Mrs. Rose Hart, who was willing to come. Also to Mrs. Louie Kennedy, beautician in Caswell beauty shop, who helps them.

To the following volunteers who received gold pins in May from Mrs. Vickie Howell, Volunteer Service Director, in recognition of the work they had done: Mesdames Grace Adams, Esther Barbee, Alice Birchard, Artie Broadwell, Gray Clayborne, Kay Cahoon, Elaine Hannan, Grace Harville, Gertie Justice, Joan Martin, Ann Mooney, Joyce Morehead, Emma Rice, Rebecca Selinger, Peggy Skinner, Betty Suddreth, Lucy Van Blon, Dot Watlington and Mr. William Terry.

———o———

The twelve high school girls who worked here for 2 weeks in June in the Health Careers Participation Program organized by the Lenoir-Greene-Jones County Medical Auxiliary.

———o———

Lisa Stump, summer worker in the Training and Education Department who drew Irma Hardison's portrait from a photograph for the design on the cover of a pamphlet used at Hardison Hall Open House.

Mrs. Edna Webb who ran copies of the design on the off-set machine.

Joe Bradshaw of Gray and Creech Co. who cut the stencil for the cover.

Mrs. Elsie Merritt who suggested calling Mr. Bradshaw.

———o———

H IS FOR HOPE. H IS FOR HARDISON

(The following is the text of a pamphlet used as a program at Hardison Hall Open House.)

H stands for hope without which we cannot live meaningful lives.

H stands for Hardison Hall, a living unit on the south west of campus where a fortunate band of adult residents in Caswell Center find hope — the hope of returning to the community to live lives as like those of normal people as possible. One cannot live a normal life in a large institution.

Hardison Hall having been opened on March 7th, 1973 has no past, but it has links with the past. Its very name symbolizes that link. It was named in memory of Irma Hardison, a gracious lady who came in 1914, the year Caswell was opened and lived here until her death at the age of seventy in July 1971.

Irma had no hope of returning to the community for this was the time when retarded citizens were segregated from society for their protection. It is not quite clear who was to be protected. Perhaps the retarded: perhaps society.

Irma's mental handicap was not great. Had one met her outside an institution one would most likely not have suspected she was retarded. Today such mildly retarded residents are sent to our Rehabilitation Facility to be evaluated. After suitable training most of them become self supporting tax-paying citizens.

Today there are forty-five in Hardison Hall where there is space for sixty in semi-private rooms with private bathrooms. These men and women are less capable than Irma. They are not expected to become completely self supporting but they can live in the community in small group living situations and many of them can make a contribution towards their support and win the self esteem that comes only after striving.

A staff of fourteen, 1 Unit Director, 1 Habilitation Specialist, 9 Activity Training Instructors, 1

Mental Health Technician, 1 Health Care Instructor, and 1 Secretary works together to help each resident to develop his or her potential.

In Hardison Hall residents have a pre-community living experience. They are given special training in advanced self-help skills. They keep their rooms and bathrooms clean: they mend their clothes; they fix their hair; they cut their fingernails and toe nails; they use the telephone. Our cottage parents were aware years ago that the residents ought to be taught these things but how can one teach them effectively if one has to work alone or helped by one colleague with 40 to 60 residents? Hardison Hall residents go to Lenoir Community College for classes in Physical Education and plans have been drawn up for classes in Money Management.

They go out to do odd jobs for people. This is a twice blessed scheme. It exposes the retarded to working in the community and it exposes members of the community to the retarded. Hopefully this will lead to pleasantly surprising discoveries on both sides.

Some residents do not need to live in Hardison Hall before leaving the institution. These may need extra help in a specific area such as grooming or Health care needs. Satellite programs are already being developed on the campus to meet these needs. Thomas Bennett, Habilitation Specialist, is working in this area.

The multi-discipline team approach is being stressed in Hardison Hall. This method of treatment has attracted university students. Two students from ECU, one from the social work department and the other from the department of parks, recreation and conservation are studying there at present. Families are involved in planning on behalf of each resident.

Funding for this Adult Services Program came from the Social Security Act, Title XVI to the State Department of Social Services which brought services from the Department of Mental Health for dependent retarded adults. These funds are about to be cut off. Different plans will have to be made for the future.

What of the future? What will tomorrow bring? We hope that Hardison Hall will be an ever-widening gateway to the community for our adult residents. We need workshop and other work activity centers here at Caswell and in the community. Volunteers are needed to help Hardison Hall residents. In the future we shall need advocates — citizens who in a voluntary capacity speak up for the rights of the retarded as though they were their own. This would be done on a one to one basis.

H stands for hope — the hope that the retarded can live useful meaningful lives like the rest of us.

"This is the hope
That flames in us;
That you will let
Us work with you
To build a world
More like the one
God had in mind
When first He made
The planet, Earth."

Retarded Citizens want to work with us. Let us resolve to work with, not for, them. On the committee planning Hardison Hall Open House were two residents. Peggy Carter and Willie Lee. Hopefully this small but significant gesture augurs greater things in the future.

H stands for happiness. We cannot promise the retarded or anybody else a life free from sorrow. As citizens we can work to help them to find the happiness that comes from being contributing members of society.

———o———

OPEN HOUSE '73

Open House 1973 was different and disappointing. The difference lay in the nature of the program and the disappointment in the fact that so few people came to hear Dr. Ann Wolfe's interesting and informative speech.

This year there was no music program in the Recreation Building. Instead people gathered there to hear Dr. Wolfe. Eighty-one people from the community, 24 Caswell staff members, and two residents registered. Registration was handled by residents from Hardison Hall.

After the talk visitors had the choice of attending a program on Services for Children or a program on Adult Services. The former was organized by Robert Moody, Academic School principal, and took the form of a panel discussion. The latter was organized by Judy Kurzer, Adult Services Administrator, and took the form of a tour of Hardison Hall after a talk on normalization given by Jean Tabory, psychologist, who was introduced by Mrs. Kurzer. Judson Finch, a Hardison Hall resident, very ably introduced Mrs. Kurzer and welcomed the audience. This speech of welcome and the work of the Hardison Hall residents at the registration table were small samples of normalization in action.

Dr. James Osberg, Commissioner of Mental Health for the Eastern District, introduced Dr. Ann Wolfe, Deputy Commissioner for Mental Retardation Services Department of Mental Health saying that she was responsible for Mental Retardation Services in the Department of Menta Health. The responsibility for providing services of high quality for the retarded was shared by the Department of Mental Health, Caswell staff, othe agencies, family members, and the public. If w did not develop community services we would fail

Open House at Caswell was an annual event i May which was Mental Health Month. May was i Spring and Spring symbolized re-awakening th rebirth. We were witnessing a rebirth in menta retardation which manifested itself in expandin programs and new services.

Dr. Wolfe said she considered it a privilege t be involved with parents and friends of the retarded. She had taken her present job eighteen months ago and was finding it very challenging

In providing services we had to do three things 1. Dispel the notions that make our people third o fourth class citizens. 2. Try to provide qualit services and programs. 3. Fight for funds fo human services.

She was also finding the job gratifying becaus we were at the point of rebirth. Legislators, thank to the efforts of parents and friends of the retarded who had organized themselves, were wakening up to the fact that our people were citizens deserving the same services as other people.

One such service was education. We knew our people could learn. Many years ago they stayed at home with their families without services or went to institutions where services were inadequate and there were no programs to meet individual needs. Our people needed programs and recognizing them as worthy citizens we must supply a program.

The Department of Mental Health had a twofold plan for the eastern region. This involved (a) improving conditions in Caswell Center to make it more homelike and providing programs that would help the residents to develop, and (b) developing plans in the community for those who could leave the institution.

The eastern region had really been shortchanged when it came to funds administered by the Department of Mental Health. Caswell was the oldest, and the most seriously overcrowded institution for the retarded in the State. It was understaffed. Moreover it spent only twelve dollars four cents daily on each resident whereas one of the other institutions spent about twenty dollars.

There were fewer community programs in the East than in the other regions. Of 41 workshops in North Carolina only 5 were in the East.

Our State Board of Mental Health asked a group of people including Dr. Osberg, Dr. Wolfe, Dr. Badrock, Mr. George Adams and some Caswell Staff members to look at the problem and come up with a plan. They had to look at the community as well as at Caswell. They really did three things: (1) Took a look at each resident at Caswell (not fact to face). (2) Employed an architectural firm to look at the buildings at Caswell to see what could be done to meet accreditation standards. (3) Looked at the Eastern Region. This look developed into a great big budget request part of which was asked for from the current General Assembly.

Caswell Center would do the following: (1) Offer long term care services for those most severely handicapped and get more staff so that each of these persons would be involved in a program. (2) Offer short term services to those in need of respite care. (3) Offer a day program to those within reasonable commuting distance. (4) Develop people with expertise to serve as consultants for community services and to monitor these.

To meet accreditation standards the dormitories would have to be made more homelike.

The other part of the plan was to develop community resources for if we had these, many more residents could be discharged. The plan called for 13 day care programs for children, 13 programs for adults, and 4 community respite programs.

Dr. Wolfe pointed out that decisions had not been made by the assembly but, "Things look good and I am thrilled about it". She concluded by saying to the parents, "I hope that in the future your children will have as much as other children do."

Leroy Batts, Director of Training and Education, was Chairman of Open House which was celebrated on Wednesday, May 2. Pearl Adkins, Social Worker, was Program Chairman. Committee members are now wondering if more people could come if Open House was held on a Sunday.

———o———

THOUGHTS FROM ATLANTA

Caswell was represented at the 97th Annual Meeting of the American Association on Mental Deficiency held in Atlanta from May 27th to June 1st by Gertrude Waters, Hilda Gibbs, Judy Kurzer, Melvin Kurzer, and Linda Loomis.

Miss Loomis reported that the Convention addressed itself to three main issues: (1) Evaluation and Early Intervention, (2) Legal Rights of the Retarded, (3) Changing roles of the Institution.

The question of legal rights received much attention. It was pointed out that the focus in mental retardation had only recently changed from "charity" to "rights". The courts were rendering precedent-setting decisions in class action litigation suits in behalf of the retarded. It behooved us to publish information concerning the rights of the retarded that are insured by law. Trained lawyers with background in mental retardation were needed.

Professional advocacy was necessary but was not enough. Wolfensberger felt that citizen advocacy was needed. Social agencies in general could not act as effective advocates. Unpaid volunteers were needed to represent the rights of the retarded as though they were their own.

Wolfensberger thought that citizen advocacy was the best way to ensure that the retarded were not denied their rights — the right to treatment, to education, to due process, to the least restrictive alternative — in brief the right to live a life as like that of normal people as possible. There was controversy as to the best means to achieve these rights. Some disagreed with Wolfensberger and saw the necessity for a broad coalition among all groups working for the handicapped.

Much attention was given to "Institutions". Their deficiences were mentioned. Their role must be redefind. They should funtion as "linkages for transition" within the general scheme of normalization. Emphasis should be on time-limited placements, program innovations, and training.

Miss Gibbs said she had been impressed again as she had been before with the dedication of those who worked with the retarded. One parent had made a remark that interested her. She had said that she could get help for her retarded daughter but not for herself. If we were going to treat the child we must treat the parent too. Miss Gibbs agreed that we had been negligent in that area.

A statement made by Michael Begab, President, AAMD, to the effect that we knew more about mental retardation than we were applying had caught her attention. For example we knew that mothers addicted to certain drugs produced abnormal children but we were doing nothing about it.

It had surprised Miss Gibbs to discover that at present only one institution in the whole country had been accredited. It was Tuscon, Arizona.

Mrs. Waters stressed the fact that she had received support by attending the convention. She now knew that she was on the right track in what she was trying to do in her work here at Caswell. The same thing was being done all over the nation.

The right of the retarded had been discussed. They had the right to risk and the right to be out in the community with everybody else. We ought to be speaking out for the retarded. We ought to be advocates working to see that they were not denied their rights. We should be interested in the quality of their lives.

Mrs. Waters affirmed that she had found stimulation, encouragement and inspiration at the convention.

———o———

HARDISON HALL OPEN HOUSE

Fortunately the rain fell on neither the just nor the unjust at Hardison Hall Open House on June 28th although at eight o'clock the clouds hung over us. By ten when the speeches began the sun was shining as people gathered under the trees west of Hardison Hall. It was a beautiful day in which to celebrate officially the beginning of what Mr. Brad Wiggins, President of N. C. A.R.C., described as a beautiful program. In the crowd were many distinguished guests among them the Mayor of Kinston, the President of Lenoir County Community College, the Superintendent of Cherry Hospital, Directors of Mental Health Clinics, and members of the N. C. General Assembly.

Mr. George Adams welcomed guests and pointed out that Caswell was unique in the State in that its population contained more adults than children. Many of these adults had come as children and remained. In the past the main focus had been on programs for children and young people but Hardison Hall was the first step in the building of a strong program for adults. The strength of the program would depend on the link between Caswell and the Community Agencies. Together they could build a better life for our retarded fellow citizens.

Dr. Zarzar, Acting Commissioner Department of Mental Health, expressed his pleasure at taking part in the dedication. He said we now had an opportunity to introduce better programs throughout the state. The last few years had seen the awakening of great social consciousness concerning the retarded. Society must ask the question, "To what extent and for how long can we allow people to age in institutions?". To carry programs forward we needed to have an enlightened citizenry.

There was at present a widespread interest in the rights of individuals. The North Carolina legislature had put into law last session a Bill of Rights for residents of institutions according to which they were entitled to freedom, education, a career within their ability and an environment conducive to their well being. The aim was to prepare residents to move into more normal living in the community. The aim has training and rehabilitation in contrast to custody. At present this goal related to only a small number of patients. We needed to demonstrate in a small way the feasibility of the program. This program had been started against many odds. Now we knew that Federal Funding would continue till December 31st, 1973.

He hoped that everybody shared with him a moment of pleasure in the dedication and that in the future such programs would be extended throughout the whole State.

Mr. Adams then introduced Mr. Brad Wiggins mentioning that in private life he was an architect whose firm had been active in designing buildings for the retarded and in public life he was president of N. C. A.R.C.

Mr. Wiggins affirmed that he as a volunteer thought it was a privilege to be involved in the Hardison Hall open House. Internationally this philosophy of normalization was being made known. He then introduced Mr. Robert Flaherty, Secretary of the Department of Human Resources, as a man who had a rare sense of dedication and commitment to all mentally retarded citizens of North Carolina.

Mr. Flaherty greeted the audience and then said that the members of the Assembly who were present really were distinguished because they had done some unbelievably magnificent things for the Department of Human Resources.

He added, "You are to be commended. You have done an outstanding job." He asked if the audience realized what they owed to the General Assembly. In times past we had been lucky if we got 50% of what we asked for but this session had given us 84% of the money requested to meet human resource needs in North Carolina. They had doubled the money we had ever before had for mental health in North Carolina.

We were going into a program called Revenue Sharing, one negative aspect of which was that money would go into a general fund. We were going to find that the money was no longer available for people who spoke out for a particular need. In the past programs for the retarded had come into being when the Federal Government had said that certain things had to be done to meet the needs of the retarded, or special groups had brought needs before the General Assembly, or members of the General Assembly had recognized needs in their communities and had tried to meet them. This had led to duplication, overlapping, and unnecessary administrative costs.

We were going to do away with overlapping. With the help of the universities we were streamlining programs. We were establishing an inventory of needs. We were establishing priorities on needs. We were doing an inventory on programs. We were delivering and looking at programs against needs. We were developing the necessary legislation to bring to the General Assembly in December or January a total program to meet the needs.

We had to compete for money in the General Fund. We were going to show what we needed and what we were going to accomplish. We were going into Management by Objectives. At the beginning of each year each one of us would know what our objective was. We would all be shooting at the same target. We would know where we were

(Please turn to page 8)

EAST CAROLINA UNIVERSITY'S PRC CONTRIBUTES TO CASWELL CENTER

PRC which stands for Parks, Recreation, and Conservation is a relatively new major at East Carolina University. The PRC curriculum is designed to prepare professional recreators to utilize unique approaches to recreation for individuals and groups.

Students of PRC learn that man has nine basic needs which must be satisfied if he is to live a rewarding life. Many of the basic needs are satisfied by achievements in vocational and civic works. Other needs are fulfilled by adequate living and relationships. Yet, some needs can only be met by participating in desirable activities during leisure time. PRC Recreators use six vehicular approaches to develop skills and knowledge necessary for worthy use of leisure time. The six vehicular approaches include the use of nature, sports, drama, dance, music and aquatics. The particular approach or combination of approaches used by the professional recreator will vary with the individuals, the specific needs of the individual or group, the setting, the resources and the time.

The writer and another therapeutic recreation intern from East Carolina's PRC program are working with adult resident in the Adult Service Program this summer. They are striving to utilize therapeutic recreation activities to develop the physical, emotional, intellectual and social capacities of the resident. The major purpose is to render the resident more capable of deriving maximum benefits from his or her environment whether it be at Caswell Center or in the Community. The interns evaluate the residents' present capabilities and determine individual needs. Then by utilizing all available resources both at Caswell and in the neighboring communities, appropriate developmental activities and experiences will be provided for the residents.

The recreational experiences are generally divided into two major categories. Survey or familiarization experiences such as a trip taken to a wooded area near Greenville, a trip to Raleigh museum, a trip to Wilmington and a planned trip to Pettigrew State Park serve to acquaint the resident with new stimuli, new experiences, and concepts which stir the imagination and interest of the residents. The familiarization experiences provide basic ideas and knowledge necessary for foundations from which the resident can draw to make choices of leisure time activities. These trips are effective in broadening the general awareness of the outside world for the resident.

Specific developmental recreational experiences such as swimming, dancing, games, arts and crafts, camping, cooking out, and trips to specific recreation centers such as movies, and bowling lanes are utilized to provide the specific skills and knowledge necessary for participation in appropriate recreational activities. With the Adult Services resident it is very important to provide recreational experiences that offer opportunity for physical stimulation without over-exertion, activities that relieve conformity without causing confusion and activities that build self confidence without distorting reality. Above all the recreator must provide knowledge and skills that have true carryover value for the community in which the resident will be placed.

The two interns have been instrumental in adding a new dimension to the recreational services rendered the resident of the Adult Services Program. By blending special recreation activities with standard recreational services provided by the recreation department, the interns with the help of the Adult Service Program staff have made great strides in providing comprehensive recreational service.

Ralph Moody

* * *

Several new experiences have been brought to Caswell Center this summer. Two trips to Greenville's Stratford Outdoor Learning Center were among these. Friday, June 29, ten of the residents from Tapp 3 and 4, and July 6, nine residents from Austin A and South Dorm attended.

The purpose of these experiences was to assist the residents in facing responsibility, to provide a recreational outdoor experience with nature, to gain knowledge of cooking out as an independent use of recreational/leisure time and to prepare for an overnight camping trip to Pettigrew State Park in Washington County.

Activities that were included on these dates were fire-building, outdoor cooking, nature hikes and making terrariums. Skills were taught and the responsibility was carried through by the residents themselves.

The following attended: David Lewis, David Fleming, Calvin Eason, James Soles, Thomas Cauley, Marvin Hudson, William Phelps, Larry Andrews, Tommy Lee and Henry Brock from Tapp; Betsy Wilkins, Mary Porter and Julia Thomas from Austin; and Maggie Louise Lee, Lucille Bean, Betty Edwards, Ann Horne, Patricia Mae Edwards, Armitta Foreman and Myrtle Pleasants from South Dorm.

On July 10, 11, and 12, eight of these residents experienced a two night and three day camping expedition at Pettigrew State Park. This was quite an experience because the residents "roughed it". They slept in tents and cooked all their meals on an open fire. A variety of activities was planned that the residents could participate in such as swimming, boating, fishing, volleyball, softball, horseshoes, badminton, and table games. Some of these were organized under the direction of the writer, a Therapeutic Recreational Intern, while others were unorganized to observe other ways leisure time was spent by the residents.

The camp was set up on a "Buddy System" basis. Each resident was paired with someone else and where his buddy went he also went. This was mainly for safety precautions. Easy-to-prepare menus were planned so the residents could cook their own meals and share other responsibilities such as cleaning up. The purpose of the overnight camp was to give the residents an opportunity to demonstrate their capabilities in many areas and at the same time enjoy themselves. It gave each resident who attended a feeling of "self worth" that was ego satisfying as a part of an activity programming experience.

The residents attending were David Fleming, Calvin Eason, Thomas Cauley, Tommy Lee and Henry Brock from Tapp and Maggie Louise Lee, Lucille Bean, Betty Edwards, and Ann Horne from South Dorm.

In our society, decisions must be made by every individual every minute of each day. Adults who have been institutionalized lose this ability. The reasons are of concern, but the wishes are to eliminate this dependency as much as possible.

As residents at Caswell Center or any other institution are prepared to enter a semi-sheltered environment within the community, they must be able and be allowed to regain the ability to make decisions. Field trips, activities such as the ones mentioned above, and other recreational experiences are excellent means of giving the person the opportunity to make decisions and regain responsibilites. The people who attended these trips proved that they can and will decide many things for themselves.

Kay Barnes

Hardison Hall Open House

(From page 6)

going, how we were going to get there, and how much money was needed. We would know how many people were going to be served by what date. In industry we could measure the profit. In our work we could measure the amount and quality of services.

We were in the present place at the present time to dedicate a new service — the first of its kind in North Carolina. We had looked at the needs of young people too long. We could not forget the needs of adults. These retarded adults would learn how to live in regular homes, how to make beds, and how to do odd jobs. Some would learn to do jobs so that they would not be dependent on State Government.

Not only the patients would benefit from this new program. It would develop expertise for staff programs. We hoped that this experience would enable all of us to go to the General Assembly and say "With this much help we can benefit this many people".

"Will you help us?" asked Mr. Flaherty looking at the audience.

He went on to say that he did not need to remind State Government employees that there were no machines to rehabilitate people, and no machines to comfort people when they needed help. Only people could help people. In Management by Objectives we were trying to help more people.

We had had to scrimp and save to get this program underway. We had to see that there were no inequalities in staffing. All in all we had a tremendous challenge. We all had responsibilities. He had the responsibility for developing programs and for motivation. We had the responsibility of meeting needs.

Mr. Flaherty then asked the members of the General Assembly to stand and be recognized. Mr. Bernie Schwartz of the Appropriations Committee and Messrs. Dan Lilley, Tom Baker, Joe Bright and Sam Bundy stood and were applauded.

Judy Kurzer rose to thank her staff for providing not just a program but a better way of life, perhaps more like our own. She again welcomed everybody to Irma Hardison Hall.

Refreshments were served by the Food Service Department and people toured Hardison Hall.

NEWS FROM REHABILITATION

The staff of the Rehabilitation Facility would like to extend our Congratulations to Mrs. Sarah B. Hester, for being selected as North Carolina's Instructor of the year. An award was presented to Mrs. Hester during the Regional Vocational Rehabilitation Convention in Winston-Salem during May. Mrs. Hester works as a sewing instructor in our Facility and is affectionately known as "Mamma Hester". Sewing is definitely not all that Mamma Hester teaches. She includes in her lesson plans such things as patience, understanding, tolerance, insight, and over all maturity. When a client enters her area, she usually has problems that may be hard to cope with and since there have never been two problems exactly alike, a special type of solution is needed every time. Mrs. Hester has been in this "business" long enough to utilize her past experiences but yet she has a unique flexibility to cope with the "younger generations" new set of problems. Mrs. Hester is definitely part of a team effort but it is very obvious that the team is much stronger with her presence.

Mary Ellen Gulledge

DO YOU KNOW?

The Survey Research Center of the University of Michigan recently did a study of institutions. Among their findings: Those facilities with an educational treatment technology, almost without exception, provided higher levels of care, more balanced programs, and more equalitarian rendering of services to recent versus long-term residents than other facilities did.

Facilities with a medical or psychiatric treatment technology had many residents who actually deserved educational and other therapeutic service, but who received far less than their share of these.

Residents at medically oriented institutions, when matched with those of equal functioning at educational facilities, nevertheless were provided far fewer educational, social, vocational and even certain medical-nursing services than their fellow residents of educational facilities.

These and other structurally-based differences existed despite about equal financial and other resources between the two kinds of facilities.

* * *

A Patients' Rights Bill was ratified in 1973. This Bill guarantees certain basic human rights to each patient — right to dignity, privacy, and humane care and to live as normal a life as possible while receiving care and treatment. This Bill is one of the most enlightened pieces of Patients' Rights Legislation in the Country today.

* * *

Mrs. Vickie Howell, Volunteer Services Director, accompanied by seven volunteers attended a tea held in honor of Volunteer Workers in the Governor's Mansion on the afternoon of May 17th. On that evening Mrs. Howell and five of the volunteers attended the Mental Health Awards Banquet in the Sheraton Crabtree Motor Inn, Raleigh.

22
:38/4

North Carolina State Library
Raleigh

N. C.
Doc.

The
CASWELL NEWS

THE CASWELL CENTER - KINSTON, NORTH CAROLINA

EMERSON SAID: "Hitch your wagon to a star." One can see in those six little words the summary of human achievement, and an everlasting inspiration to the future races of man. From Socrates to Edison, every forward step taken by mankind through revolving centuries, every advance by humanity towards the ultimate goal, has been led by some valiant dreamer whose eyes were fixed upon the dawn. Moses, with dying eyes, saw a star that blazed in the Promised Land; the radiance of an eternal star led Three Wise Men to the manger in Bethlehem; Columbus pinned his faith in the dawn of a new day; Kepler, announcing the laws of the unchanging spheres; Newton, watching the apple fall, each looked beyond, and into the future.

J. E. Dinger.

October, 1973

Volume XXXVIII Number 4

ANOTHER CASWELL FIRST

It's always dangerous to say that something happened for the first time but we'll risk it. Nine adult Caswell residents went camping for two nights and three days in July. This trip was the brain child of Mrs. Kay Barnes.

"Caswell residents have been camping for years," you are thinking. True but this was real camping. These residents slept on bed rolls in tents they had pitched themselves. The tents had been borrowed from a Boy Scout Troop in Greenville. Heretofore only the boy scouts have slept in tents. Moreover this was not an organized camp. The residents were allowed to decide what they would do and when they would do it.

Herein lay the value of the experience. In any large institution regimentation is inevitable. The residents are denied the chance to develop initiative.

At Lake Pettigrew State Park it was different. As soon as the five men and four women arrived on July 10th the organizers, Kay Barnes, Therapeutic Recreation Intern and Tom Bennett, Habilitation Counselor in the Adult Services Satellite Program, called a group meeting. The campers were told, "This is your trip. Go wherever you want when you want but let your leader know where you are going." Anne was the leader for the women and Tommy for the men.

At first they could not believe they had the freedom to come and go as they pleased. On the first night all save one went to bed early because that is what is done at Caswell and got up early the next morning. By Thursday morning everybody slept late. Routine was losing its grip.

The favorite occupation turned out to be hanging around the store talking to a man who raised worms. What could be more normal in the country? They had the chance to go swimming but some were scared of the water.

On Wednesday evening they fished and got very excited about the little fish they caught. Mrs. Barnes was excited when she hooked a big fish but alas!! it got away. The park superintendent consoled her when he explained it was a bony fish not good for eating and moreover had teeth in its jaws and a habit of biting feet.

Said Tom Bennett, "There wasn't a single problem. They were all eager to help. They washed the cars after we went over dusty roads to the swimming place. The group depended on one another for different skills. They learned to cook in a primitive style. That's preparation for community living. When these people leave the institution they are not going to have the best equipment. At first they were scared of the fire."

Bennett confessed that on the first night he had been worried but after that he was confident because the campers had done so well. He believes that most Caswell residents are much more capable than we think. They just don't have the chance to show what they can do. It takes patience to teach them but they can learn.

"Camping with a small group is ideal" he explained, "for them you can have freedom and yet have some control. You've got to get them away from the institution to break their dependency."

FROM CURRENT LITERATURE

Report on an article, "There Are Choices" in 'mr 72, Islands of Excellence', Report of the President's Committee on Mental Retardation

"The mentally retarded are people. People do not live in institutions or facilities. People live in houses;" said Jens Malling Pedersen, Danish Architect.

In the United States the goal is to move at least a third of those now living in institutions out into the community. Is the goal being achieved? It is really not possible to say.

Some states have surpassed the goal. In other States where there are no alternatives available in the community people have been waiting as long as nine years to get into institutions. An institution might report the discharge of 100 residents. Close investigation could show that fifty of these had been transferred to a State Mental Hospital because of age and senility. Some residents are being transferred from one State institution to another. One State Institution that moves out about 150 annually admits about 140 annually.

We don't have exact statistical data but we do know that many are definitely moving out to something richer than institutional living. Johnny and Henry, former residents in Beatrice State School, Nebraska, are cases in point.

Severly retarded Johnny was transferred from a back ward to a hostel in Omaha where he lives with five other severely retarded youngsters. Five days a week the six are bused to special education classes, physical therapy and recreation programs. Johnny talks, sings, goes down the sliding board, dresses himself and is toilet trained.

He is experiencing normal living, in a real home, on a real street, with a real couple who are taking the role of parents.

He will need supervision and help throughout life but he has a chance of becoming a tax payer instead of a tax user. At present his daily expenses are double that of institutional care but if left in institution he would never become a worker.

If Henry could make it so can Johnny. Henry left Beatrice at the age of 46 after 38 years in the institution with the report, "totally incapable of functioning outside."

Henry also moved into a hostel in Omaha. He was given five months of intensive vocational and social training. Now he is a dishwasher in a restaurant and has not missed a day's work. He has always punched the time clock on time although once he was almost late when he walked through a blizzard to work.

Throughout the nation there is a trend towards normalization but there is no national plan. "The answer," says the writer of the article, "is not just removal from the institution but a concerted effort of a variety of community services that can provide good alternatives to institutional living—or a by-pass of the institution altogether."

Wisconsin is planning to put such a system into effect. Standards, licensing and supervision

(Please turn to page 6)

NEWS FROM REHABILITATION

Evaluation Unit

In serving clients at the Facility, one of the most important tools that we have is the thirty-day formal evaluation period. This supplies a work evaluation supplemented by a battery of tests showing such things as work tolerance, reading and math levels, gross and fine motor movements, mechanical aptitude, eye-hand coordination, etc. Other techniques have been devised to evaluate the client's ability to tell time, count money, take instructions and follow through, take care of his personal needs, use a directory, call a number on the telephone and reason logically. All of this information is recorded and compiled with the information from the work evaluation. In implementing the formal testing as a part of the total evaluation, different job sites have been set up so that the client can spend time in each area to determine his reaction to it. Areas used for this purpose are bricklaying, welding, wood working, building services, automotive mechanics, and food services for the male clients and food services, laudry-houskeeping, and sewing for the female clients. All clients interested in nurse's aide and ward attendant training must take a screening test and be interviewed for entrance into the four month program. Each instructor grades the client on his ability and potential for the training in that area although this is not the sole purpose of each work evaluation. Many of the abilities found through formal testing are seen also in the work evaluation. In fact the evaluator will observe the client in his work areas to determine how he applies the abilities he exhibited in formal testing. All of this combined presents a complete evaluation that is used along with the client's interests and the opinions of a team meeting. Although this procedure usually produces a valid training site, sometimes a client is still undecided. In this case, his training is split into two areas, usually the two that he performed his best in. Also, in some cases, it is obvious that the client is in need of basic work adjustment since he has had no previous work experience. In this case a work area is chosen that would best fit the types of problems that need to be solved.

In each case, the formal evaluation aids a great deal in understanding the client and his needs. It is also used to get to know the client so that the staff can work better with him in his attempt to learn a skill.

Mary Ellen Gulledge

---o---

Deaf-Blind Children and Youth Receive Training at Caswell

The Communicative Therapies Division since its beginning has been working with at least one deaf-blind resident. Efforts were begun early in 1972 to develop a program for deaf-blind residents. During the summer of 1973, five residents who were functioning as deaf-blind were involved in a pilot program which lasted eight weeks along with seven other non deaf-blind residents. During the summer, final plans for a deaf-blind program were made and a funding source procured.

This program is to involve five or six deaf-blind children and youth in a variety of training including self-help skills, social skills and communication skills. The program will employ a teacher and an aide who will work full time with those five or six children in the field of deaf-blind education.

The Communicative Therapies Division's Deaf-Blind program should be operational for all five or six deaf-blind residents by January 1, 1974. Come and see it.

Hampton Carmine,
Director of Division of
Communicative Therapies

---o---

Deaf Education for Deaf Retarded Is Coming to Caswell

The deaf are now being involved in a program specifically designed for them for the first time at Caswell Center. They are being taught Manual Communication sometimes known as Deaf Sign Language, and with this means of communication they are learning rudimentary academic skills necessary for community living.

This program had its beginning in 1970 with two deaf residents who were involved in therapy for developing speech along with some finger spelling. At this time there was only one speech clinician, but in 1971 with hiring of a second speech clinician a third deaf resident was identified and enrolled in therapy with this new clinician. This new resident was begun in Manual Communication on a more intense basis. In June of 1972 the Communication Therapies Division came into being with four full time speech clinicians and one director/speech clinician. At this time, the Communicative Therapies Division unanimously decided to go over to a strong manual approach. In the fall of 1972 and with the addition of another deaf resident four residents were enrolled in an hour and a half per day program teaching manual communication skills. The success was astounding and during the summer of 1973, ten residents were enrolled in a cooperative educational project between the Communicative Therapies Division and the Academic School for three hours daily. This approach employed manual communication and a team teaching situation. Again the residents indicated by the motivation and improvement they showed that this program was successful. Then, finally in the fall of 1973 this group of ten was broken up into two groups one of six for three hours daily and the other of four for an hour daily.

Plans are being made and negotiations begun to further develop the manual communication program of the Communicative Therapies Division by adding two state positions: one, for a fully certified teacher of the deaf and one, for a teachers aide. Also the Communicative Therapies Division is trying to place all deaf residents in the same living unit on a coed basis in order to further increase the likelihood of the use of manual communication between residents thus strengthening their abilities as well as normalizing their social situations.

The final goal is to enable the deaf residents to return to the community and function as deaf adults in a deaf society rather than double handicapped retarded adults in a hearing society.

Come and observe the class; you will be amazed.

Hampton Carmine,
Director of Division of
Communicative Therapies

From Current Literature

(from page 4)

of community housing programs are an integral part of the plan. There are training programs for the "parents." One plan is for children under 18. The other is for adults. Both require community resources back-up, and continued supervision by the sponsoring agency.

The Wisconsin Plan combines several agencies including Division of Mental Hygiene and Family Service, Division of Health, Department of Social Service, Department of Industry and Human Relations (for local building, zoning, health and safety requirements) with overall monitoring by the Bureau of Mental Retardation.

In the Children's living system the following are planned. Some are in operation:

(1) Foster Homes. Private homes with family-type care for less than five children. Full-time.

(2) Group Foster Homes. Family-type homes for five to eight children. Full-time.

(3) Child Welfare Institutions. Facilities within the community for four or more developmentally disabled children who cannot remain in their own or foster homes, and who require specialized training, care and services. May be temporary.

(4) Boarding Homes. Homes for one to four children who temporarily need a place to live while attending a specialized school program—especially rural children. The children go home on weekends and for vacations.

(5) Temporary Care Homes. Short-term, respite care for one to four children to relieve the family, or give emergency housing to children while plans are made for their more permanent living arrangements.

In the Adult living system the following are planned:

(1) Foster Homes. Private homes with a family-type care program for less than five adults who can tend to their personal needs, and do not need continuing medical nursing services. They may be working and paying a part of their expenses or being trained for employment.

(2) Group Foster Homes. Family-type homes for up to eight retarded adults who need supervision and personalized living. May be short-term or long-term care.

(3) Boarding Homes. Homes for up to eight retarded adults who are capable of independent living and toal self-care. Most pay their room and board from earnings. Sometimes placement agencies supplement the cost. Little supervision required.

(4) Residential Care Institution (Type I). Long-term care for a maximum of 50 semi-dependent individuals, most of whom will be able to care for themselves with minimal supervision, but require special social and vocational help. Emphasis on training by specialists in non-medical fields.

(5) Residential Care Institution (Type II). Short-term care in a program resembling a hostel or halfway house for 9 to 30 residents living semi-independently, with social, minimal nursing and community living needs met in the home. Some work or go to training programs in the community.

(6) Nursing Home Care. Three types of licensed nursing care for those who require specialized attention:
    Skilled: for those requiring services of a registered nurse because of severe handicaps.
    Limited: for semi-ambulatory persons with some self-help skills.
    Personal: for ambulatory handicapped persons who require minimal medication and are capable of supervised community activities.

In all nursing home care, State residential facilities make an independent evaluation of licenses, and they must meet the requirements of the State licensing agency.

The thing to be remembered by all is that there are alternatives. Some of the retarded may have to spend their lives in institutions but many can live productive lives in the community if we set up resources there.

———o———

Bouquets
to

Mesdames Alease Rouse and Georgeann Pelletier of the Home Economics Department of the Academic School who organized an Impromtu Fashion Show at the Bottom of the Chapel Steps on August 17th. Every dress was beautiful and every girl had helped to make her dress. Some had only pinned a seam but all had done something.

———o———

The workers in the Learning Resource Center at Lenoir Community College who treated two Caswell workers who went there to make a tape recently for a slide presentation on September 20th, with great kindness. Especially Mrs. Joan Byrd who cheerfully delayed her lunch hour and worked patiently and enthusiastically with the visitors.

———o———

All clubs and individuals who donated money for Camperships.

———o———

Mrs. Nora Edwards, sister of two Caswell workers, who made a colorfully-iced cake in the shape of a Raggedy Ann Doll for Lena's 35th birthday.

———o———

The Young Countrymen, who, led by Randy Johnson, played in the recreation building every Thursday in August and some evenings in July.

———o———

DO YOU KNOW?

William Gamble, Jr. became Assistant Superintendent for Administration on February 1st. It is his business to see to it that the material needs of the institution are met.

* * *

Mrs. Judith C. Kurzer A.C.S.W. became Assistant Superintendent for Programs on October 1st.

* * *

Carl Rothrock became Co-ordinator of the Life Activity Center on August 10th. This is part of the Adult Services Program. The residents in

(Please turn to page 8)

A CASWELL FIRST

For the first time in history Caswell had an audio-visual display at the State ARC Convention. In fact Caswell had two displays at High Point on September 22nd.

One was an audio-visual tape giving a brief overview of the work of the Training and Education Dept. A developmental approach was used. First the audience was shown a sample of the work done in the Life Skills Division, then in the School Program and then in the Occupational Education Division. Technically, according to Jon Smith the best part was a view of Elizabeth Simmons, speech therapist, in the Communicative Therapies Division, teaching a class of hard of hearing children using manual signs. Jon Smith, Director of the Life Skills Division, designed the program. Lester Smith assisted him.

The other was a tape and slide presentation of the work of the Adult Services Program. This was prepared by Tom Bennett, Habilitation Specialist and Jean Tabory, Psychologist, assisted by Carl Rothrock, Co-ordinator for Life Activities Center.

The following script was used. You must come to Caswell to see the pictures. Mrs. Joan Byrd, Audio-Visual Technician in Lenoir Community College very graciously helped with the taping.

SCRIPT FOR ARC BOOTH

A man fishing in the still waters of a lake.

Women cooking over a camp fire.

People paddling in the ocean.

Women collecting flowers to make a terrarium.

People camping in a State Park.

Very normal you say. Very ordinary. And how right you are for that is what we are trying to do for the retarded at Caswell in the Adult Services Program. We are trying to help them to live lives as like those of normal people as possible.

The retarded are people with the same needs as other people, the need to love and be loved, the need to choose, the need to find significance in performing useful tasks. For too long we have viewed them as eternal children in need of our care and protection. The retarded have the right to take risks. They are human beings entitled to the dignity attached to that state.

Human dignity! That is something society has denied the retarded. We have herded them into large institutions where they have lived in crowded dormitories like this. We have denied them the satisfaction that comes from activity, permitting them to sit in idleness like this. We have denied them privacy by providing commodes like these. Denied them simple comfort too for you will observe that these do not have toilet seats. We have denied them the quiet fellowship found when meals are shared by small groups, by using dining rooms like this where long lines and large crowds are the rule.

Fortunately we have seen the error of our ways. We now view the retarded as human beings capable of growth and development. Institutions are not the best setting for growth. From its beginning in Scandinavia the normalization principle according to which the retarded grow and develop best if allowed to live lives as like those of normal people as possible has spread through the civilized world.

The retarded are human beings capable of growth and development throughout their whole lives. Retarded adults can be taught new skills. Retarded adults need help as much as retarded children. In the past we have concentrated on children. Now adults are getting their fair share of attention.

Officailly the Adult Services Program was launched on 28th June 1973 when Hardison Hall was dedicated. Actually Hardison Hall was opened in March 1973.

David D. Flaherty, Secretary of the Department of Human Resources was the main speaker. Secretary Flaherty asked the audience to help him to provide better services for more people, for only people can help people.

Mr. Brad Wiggins, President of N.C.A.R.C. introduced Secretary Flaherty.

Hardison Hall is a place of Hope. Here the normalization principle is being put into action. Here a fortunate band of adult residents (there is space for 60 residents in semi-private rooms) are enjoying a pre-community living experience and being prepared to return to the community.

Preparation is very necessary for the community in which one has to do things for oneself is different from a large institution where one's life is planned and organized, where one is told when to go to bed and when to get up, what to eat and when to eat it, and where to go almost every minute of the day.

The physical surroundings in Hardison Hall are more like those most of us live in. It's quite a change from this (picture of commode without seat) to this (picture of bathroom in Hardison Hall). From this (picture of resident eating with fingers) to this (picture of residents eating in restaurant). From this (picture of crowded dormitory) to this (picture of bedroom in Hardison Hall). From the inactivity here to the purposeful activity here. From the work here to maintain the institution and from the work here where the workers are learning so that they can look after gardens of their own.

In Hardison Hall the residents learn to care for themselves. (Picture of resident shaving) In situations like this and this (Picture of resident fixing hair) they are given training in advanced self help skills building on the work already done by cottage parents at Caswell. They learn to keep their rooms and bathrooms clean, to mend their clothes, to use washing machines, to tell time, to write their names and to telephone.

It takes staff to do this. The Program is committed to a multi-discipline team approach. Hardison Hall represents Caswell's first use of the Unit System. In the first place it takes staff to make alterations in buildings. It takes carpenters and painters. Of course it takes staff to train individuals.

Here are some adult Caswell residents not living in Hardison Hall being taken on excursions while the Hardison Hall residents were at camp. These non-ambulatory adults seldom have the chance to see anything beyond the confines of Caswell because taking them out is an arduous task. It has to be done on a one to one basis. Sometimes even on a two to one basis. Transportation is a great difficulty. Caswell needs a bus with a hydraulic lift.

Seeing something different makes for growth. Here adults are enjoying the elegance of the Governor's mansion. Here a woman has the chance to order a meal. Here a man pays for a meal. One doesn't do these things in an institution but one has to do them in the community. Some residents do not need to live in Hardison Hall before leaving the institution. They need help in specific areas such as grooming or self care. This is given in a satellite program.

We prepare residents to return to the community. We must prepare the community to receive them. Members of the public who have the chance to associate with our people are very helpful. Here is the fire chief helping during a visit to the Kinston Fire Station. Here is a worker in the local Coca Cola Bottling Plant taking an interest in his retarded visitors.

Community resources help us. At Lenoir Community College some ladies from Hardison Hall had classes in physical education. They also had their hair set in the cosmetology department.

Sheltered Workshops are needed for it is in them that many who leave the institution find a place where they can contribute to the building of the fabric of society. Some Caswell residents after evaluation and training in our Vocational Rehabilitation Facility can become tax paying citizens in competitive industry but most need a sheltered situation.

Many residents cannot go back to their families. They need a place in which to live. Small group living situations are much more normalizing than large institutions. They look just like our homes outside and inside. Here retarded citizens escape from the regimentation which is inevitable in a large center.

A good beginning has been made. Much remains to be done. More community resources are needed.

An advocacy system ought to be set up so that every person who returns to the community will have an advocate, a volunteer citizen speaking up for his or her rights as though they were his own.

Here is a sunny corridor in Hardison Hall. Those who walk there are brightened by the beam of hope—the hope that they can live lives like those of other people doing normal things like fishing, camping and working. This corridor leads to the community.

The Irma Hardison Hall was named in memory of Irma Hardison, a gracious lady who lived in Caswell from 1914 the year in which it was opened until her death in 1971. Irma had no hope of returning to the community because she lived in the days when the retarded were segregated from society. This was society's loss as well as Irma's.

Hope is our watchword. At present there is abroad in the land a widespread interest in the rights of all citizens. Retarded citizens have rights too. According to Dr. Wolf Wolfensberger, mental retardation scientist, they have "the right to treatment, to education, to due process, to the least restrictive alternative—in brief the right to live a life as like that of normal people as possible." At Caswell the adult services program is our way of implementing these rights.

New Directions — Caswell Reorganization What it might mean for our Residents

From 1914 on, Caswell Center's services to the mentally retarded have evolved dynamically with many changes developing to meet the needs of the residents in our institution. For many years the prevalent institutional practice of delivering service has been through the use of a number of departments representing many disciplines and fields of training. Under this method, each discipline was responsible for providing a specialized service. Unfortunately, these services have often been uncoordinated and even, at times, at cross purposes.

Efforts to increase communication and planning have resulted in the beginning of interdisciplinary or multidisciplinary team approaches to care and treatment. This approach now exists, to a great extent, in many of Caswell's living units. These efforts at unit planing have resulted in a more coordinated approach to individual treatment.

A further step at improving service delivery to our residents is now being viewed by an especially selected Committee of Caswell staff. These staff members have visited other institutions in North Carolina and have found them to be using a model called the "Unit System." In this system, residents with similar handicaps are grouped together and specialized staff assigned to provide them with services which will most nearly meet their needs. Each of these units will have a Director who will be responsible for seeing that each and every resident receives a number and variety of services available and required for his care and development. Resources will be redeployed to some extent and the individual will hopefully not be "lost" in a large number of others. Units need not be self-contained program units and living unit activities will also be coordinated with comprehensive habilitative programs outside the living unit.

Plans of how to implement this system are not final. It is hoped that when such plans begin to be formed, staff, families and friends of the Caswell resident will take an active part in knowing of and contributing to Caswell's reorganization. It is only with the knowledge and support of these people that any attempts at bettering services to and resources for "our people" can really take place.

Judith C. Kurzer, A.C.S.W.
Assistant Superintendent for Programs.

Do You Know?

(From page 6)

Progress have been transferred and this building will house the Life Activity Center. Here the residents will learn to behave like ordinary people. They will learn how to do things like calling a taxi-cab, buying a ticket for a ball game, and filling out a job application form. Workshop type of activities will be provided so that residents can learn good work habits such as punctuality and persistence. They will learn how to get along with people, how to communicate with supervisors and fellow workers and what the community is like.

22
3911

North Carolina State Library
Raleigh

N.
D

The CASWELL NEWS

THE CASWELL CENTER - KINSTON, NORTH CAROLINA

ON HIS BLINDNESS

When I consider how my light is spent
Ere half my days, in this dark world and wide,
And that one talent which is death to hide
Lodged with me useless, though my soul more bent

To serve therewith my Maker, and present
My true account, lest He returning chide,—
Does God exact day — labour, light denied?
I fondly ask: —But Patience, to prevent

That murmur, soon replies; God doth not need
Either man's work, or his own gifts: who best
Bear his mild yoke, they serve him best: his state

Is Kingly; thousands at his bidding speed
And post o'er land and ocean without rest: —
They also serve who only stand and wait.

J. Milton

January, 1974

Volume XXXIX Number 1

The Caswell News

Volume XXXIX - No. 1 - KINSTON, NORTH CAROLINA, JANUARY, 1974 $1.00 Per Year

Published quarterly for the benefit of Caswell Center and for the information of the citizens of North Carolina.

Director	Carlos Coello, M.D.
Asst. Director for Programs	Judy Kurzer
Asst. Director of Administration	W. J. Gamble, Jr.
Editor	Jean I. C. Tabory
Associate Editor	Pearl L. Adkins
Circulating Manager	Vickie Howell
Treasurer	Evelyn Carlisle

GREETINGS

Dr. Carlos Coello, Director, wishes everybody who works at Caswell a wonderful New Year.

He takes this opportunity to express his appreciation of the support that all employees have given him during the four months he has been at Caswell. He thanks them for the support they have given to the re-organization plan for the Center. The hope is that commitment to this plan will provide the best type of services for our residents and at the same time improve working conditions for employees.

———o———

CHRISTMAS '73

There is something comforting about traditional activities such as Christmas celebrations. They link us with those far from us in time and place and give us a sense of peace and unity.

Christmas 1973 brought the customary delights of wreaths, lights, and trees to Caswell. We had our program directed by Mrs. Ann M. Sutton assisted by Mr. Timothy Davis in the recreation building on December 20. Programs encased in covers decorated by the residents in the Adult Activities Center were handed to all who entered the building.

Above the singers was a red star. Christmas is a time for symbols and of course the star symbolizes hope. One remembered that to the Russians red symbolizes beauty and certainly there was something hopeful and beautiful in the fact that these children from the Academic and Trainable School had the chance to display their musical talents to an appreciative audience.

The performance ended on a note of triumph when Santa and his reindeers surged joyfully down the aisle to the Christmas tree. The symbolism here seemed to be that it is in the real down to earth world that the retarded must find success. They are not angels. They are human beings like the rest of us and like the rest of us they are looking for a place in the world where they can find fulfillment in useful tasks.

At the end of the program Mr. Jack Hankins remarked, "It seems a lot more like Christmas than before I came in. I'm sorry Santa got away before I told him what I wanted for Christmas."

What most of our residents wanted was to go home for Christmas but of course not all could go and the staff on duty saw that those who remained had good care, gifts, and plenty of traditiona Christmas food.

A new note was struck in the celebrations. For the first time the Carolyn Kennerly Unit Decorations Awards were presented by Mr. Taylor Kennerly whose daughter has been a resident here since 1953. When she came there was very little money for decorations and even in recent years the cottage parents have donated many of the things that make the buildings so festive and so pretty.

The awards were given to the best and second best decorated buildings for the purposes of encouraging even better decorations to make things better for the residents and of recognizing the efforts of employees particularly cottage parents. There were 15 judges and their task was difficul because so many buildings were so beautiful. The first prizes of $75 went to Lee, Johnson 1, Cottage 2, Bryum 2 and 4 together and Hardison in tie with Tapp 2.

The second prizes of $25 went to McNairy, Kendall 3, South Dorm B, Parrot 3 and Tapp 4.

The suggestion for the competition and the original contribution to the prize fund came from Mr. and Mrs. Taylor Kennerly. Money was also donated by the Volunteer Services Department.

Another innovation was the recognition of the foster grandparents at the beginning of the program. Mr. Hankins said, "This is one of the mos productive efforts put on by the Federal Government." Those of us who every day see the grandparents walking, and talking with their charge agree.

After the program came the traditional visitin of units and a stormy wet night did not dete those who knew what a warm Christmas welcom visitors always received from both residents an cottage parents.

REPORT FROM BILOXI

The Regional Meeting of S.E.A.A.M.D. met in Biloxi from November 27-December 1, 1973. The Sheraton Biloxi provided luxury accommodations with excellent food. All sessions were well attended and everyone had a most enjoyable time.

However, we were there for business and our program was inspiring and beneficial. Our theme "Community Commitment: Is It Realistic?" was followed in all sessions. Mr. David Rosen, President of A.A.M.D. gave the Keynote Address at the opening session.

Interdisciplinary Rap Sessions were held and the interchange of ideas about programs in the various states was most interesting. We found that community programs are the hope for most of our retarded citizens but that most states are ust really beginning to develop community programs which will make life more pleasant and worthwhile for retarded people.

One afternoon was used for Intra-Division Meetings. The Religious Section met in the board room with around twenty people attending. Mississippi really came through in helping us to have some of their able staff participate on a panel which was most sensitive on the theme of how o meet the spiritual needs of retarded people. The panel consisted of Jeff Beaver, a PH.D candidate at the University of Georgia, Dr. Patricia T. Hinston, Clinical Psychologist and Chaplain Art Weaver. All these people are working at the Pine Belt Regional Mental Health and Retardation Complex, Hattiesburg, Mississippi.

Dr. Phil Roos, Executive Director of the Naional Association for Retarded Children was the eatured speaker on Friday. It was inspiring to assemble with several hundred people who are inerested in and dedicated to serving our retarded people.

Let us end with a pitch to encourage more paricipation in our S.E.A.A.M.D. and especially to nvite those people interested in the religious prorams for the retarded to be with us when we meet in Charlotte in 1974.

Nolman Polk, Chaplain

REPORT FROM REHABILITATION

THE RIGHT JOB FOR THE RIGHT PERSON

Many times, finding a job for a client sounds asy; but in reality it is a very complex science nd when the client is retarded the problems inrease. For quite a while Mental Retardation has been classified as the major handicap toward employment. This comes from the fact that mental etardation is a life long disability that is 99% inurable in contrast to most disabilities that are sually temporary due to the technology available in providing means to cope with most situaions. This fact has to be considered in searching for a job for the retarded client.

There are probably as many jobs available for he retarded clients as there are retarded clients. The trick is to find the right job for the right person. Many times the wrong person is placed in he wrong job, which could possibly be right for nother person. Many times the problem boils own to a trial and error method which is time onsuming and frustrating. This is where the valuation and training process used at the Rehabilitation Facility and other training facilities is often helpful to both the client and the counselor placing him. During this process the client's abilities are analyzed as to what jobs would be best suited for him. In other words the client's needs are matched with the needs of the working world. For example, a client may work much better when he or she is sitting down at one particular task using his or her hands, therefore a job is selected such as a seamstress for a female or a watch repairman for a male. Hopefully a client's needs coincide with his interests, because when they don't a real problem exists. It is often hard to tell a retarded client that he cannot do certain skilled jobs. After a client's needs are analyzed and certain job situations are selected to fit his needs the process is only half over. The next step is considering the area that he will be working in. It is not a good idea to train a client in watch repairing if he is determined to return to his rural home where there is no demand for his skill. Also, one of the most overlooked problem areas is transportation to the job.

Even with the complex way of looking at things, many times the client still has to go through the old trial and error method of finding a job, so the counselor suffers along with him. There really aren't too many clients who will stay with the first job they get for the rest of their working days. After all, this pattern seems to be true for most of our fellow human beings.

Mary Ellen Gulledge

CASWELL NEWS

Decentralization Planning Committee

The Decentralization Planning Committee held its first meeting on October 25, 1973. This group functions with representatives from all major departments and serves as a sub-committee of the Task Force. Its major duty is to plan for the **actual** restructuring of Caswell's service delivery system so as to better meet the needs of our 1,600 residents. In other words, the present system of centralized departments will be replaced by what is loosely called a "unit system." The team approach will be utilized so as to provide a consistent, individualized treatment program for each resident. For the past year many staff persons have participated on informal "unit teams." This has been a prelude to the type of planning mechanism that will form the foundation of a unit system.

This committee presently meets twice weekly from 9 a.m. to 12 noon on Mondays and Thursdays. In between these sessions, committee members tour buildings, consult with various staff, and participate in team meetings in an effort to gather all the data necessary to plan for reorganization. In addition, variables such as accreditation standards, physical facilities, and available staff must be taken into consideration before any suggestions can be finalized. An effort has been made to provide feedback to all staff persons through the issuance of memorandums in monthly paychecks. Further questions and-or concerns can be relayed to the committee by contacting departmental or any representative.

Many persons have devoted long hours to this planning process in the hope that this new system will truly serve as the best possible means to meet the needs of retarded individuals in an institutional setting. Due to the immensity of the task the completion date has been extended to the end of January, 1974. However, certain steps have already been approved and are being implemented accordingly. This transition period may pose some temporary inconveniences, but will be overshadowed by benefits in the long run. We are excited about the program possibilities that a unit system allows and feel that such a move reflects the modern, humane trends in the field of MR.

Linda Loomis,
Social Worker. Member of
Decentralization Planning Committee

[Note: It has been decided to use the term division instead of unit]

———o———

MENTALLY HANDICAPPED-MENTALLY ILL

(This article is a reprint from Hansel Village Annual, 1973). The point of view expressed may differ from your point of view. The editor would welcome comments.)

The essential difference between the group named 'Mentally Ill' and that named 'Mentally Handicapped' is time. The acceptance and adjustment to mental handicap is begun by the parents of the individual and the main factor in the acceptance is eased by their natural support, and the fact that the beginning of this acceptance is in childhood while the personality is largely unformed and pliable. The adult mentally handicapped person has had "time" to adjust and, knowing that his is a life situation, has time to organize his life to fit in with his difficulty (or to have it organized for him), knowing that no change in the basic state of affairs is likely, or sometimes hoping that further changes will take place and be of benefit to him or her.

On the other hand, the mentally ill patient is frequently plunged into his patient role suddenly. He has no time to alter his image of himself before he is disorientated by the illness itself, rendering him less able to take a rational view of himself in relation to society, or vice versa. As he sees it, the outlook of his illness is probably uncertain, and therefore he does not know to what extent he should adjust to the role of "patient," as he may cease to fit in with this new role quite shortly, or his illness may be intermittent and require a constant re-shuffle of his position as patient or ordinary member of society. This then is the crux of the matter.

This sudden change in roll calls for great powers of adjustment which is not required from the mentally handicapped. The mentally handicapped, however, can also have an added mental disturbance and this may be the case if he or she feels that society does not understand him or her, or if the borders of one's limitations are so unrealistic as in the conflict of "who we are and whom do we want to be."

Some mentally ill individuals may also become so disabled in the course of time as to have a new label put upon them by society (namely that of mentally handicapped).

Why society needs in the first place to label us in the category of mentally handicapped or mentally ill I do not know,—after all we all seem to be individual and look alike. If a person has an artificial limb, there is really, come to think of it, no real category in which society does class him or her—why then the need to classify in the other two types?

Human beings have a natural tendency to organize themselves into groups and a group unity "against" some threat or stress i.e. war or illness is a much greater force than a group unity "for" a goal.

The man who feels himself well and secure is more likely to stand alone and need less support from his fellows. It seems to follow then that the less "well" and "secure" do not so much want the company of others with similar problems, but to "need" it.

There will then arise a doubly important phenomenon. The self selected "different" group not only needs to be together, but also to be separated from the ordinary majority society which is full of prejudice, fear and to the less well endowed or the ill, full of threats and dangers. In other words ordinary society wants to reject—and the "different" group wants to be protected and left in peace. Because of the different problems inherent in mental handicap i.e. the long term approach, the divisions occur again between the handicapped and the mentally ill who must gear themselves to change and possible cure, and the taking up of life threads when illness is over, so the rhythms of life of the two groups must differ and create very essential differences between them.

Both groups then have goals, though different goals. For the handicapped the goals are adjustment and acceptance of his limitations, appreciation of his environment (not appreciation in the sense of gratitude, but awareness and enjoyment) useful employment to the full extent of his abilities so that his life has dignity, a sense of purpose and, last but probably most important, some stable relationships.

The mentally ill patient must begin from a different premise though he must, like his handicapped counterpart, first accept his illness; adjustment to it is of doubtful value as he may become institutionalized and seek shelter from life in the hospital or the drug. His aims are to take up his ordinary life with a changed perception due to his illness and treatment, and probably a greater tolerance and understanding of what it means to be part of a "different" group for a time

Dr. R. N. Antebi
Consultant Psychiatrist
Glasgow, Scotland

———o———

ANOTHER WAY OF MEETING THE NEEDS OF THE RETARDED

Report on a Visit to Hansel Village

The fields rolled gently down to the shining se in front of us and behind stood the village we ha just visited. A chill breeze made us cast longin eyes at the sweaters we had bought there as w waited for the country bus. It was a pleasan landscape and the village was a pleasant place bu how well did it meet the needs of over sevent residents? Or was one really asking to what ex tent did it conform to the tenets of the normalization principle?

Hansel Village is situated in 24 acres of ground 6 miles from both Ayr and Kilmarnock in Scotland. Hansel means welcome and it was clear that those who lived there had found a welcome. All were usefully occupied. Some were producing such things as pottery, wrought iron articles, and needlework for sale. In the small knitwear factory some were making the excellent garments that, not surprisingly, are in great demand throughout the country.

Some men were being trained in gardening in the two acres under cultivation. The produce is consumed in the village and vegetables and flowers are sold to visitors. In the laundry where the village laundry is done women were being trained in the use of modern machinery. In addition laundry is done for firms, hostels, and hotels in Ayrshire.

Some were working on sub-contract work for outside firms in the winding and metal work department.

One certainly believed that the aims of the village; "Based on the fact that from the age of sixteen onwards the majority of mentally handicapped children are left to their own devices—to waste away without purpose or meaning to their lives—the aim of the Village has been from the start to create a happy environment and community life within which the children, under personal care and supervision, can be trained to live useful and purposeful lives.

At the same time the Village answers the questions always asked by the parents of mentally handicapped children—"What will happen to our child when we are gone?" were being realized.

Mindful of the normalization principle one was assailed by doubts.

At present over seventy retarded people live in Hansel Village. That means that the Village has two of the three characteristics of an institution described by Wolf Wolfensberger, Mental Retardation Scientist. More people live in it than do in a normal family and these people associate with the same people at work, at play and in their living situation.

Moreover according to the Hansel Village Annual 1973 "the 24 acres which comprise the village have from the start been intended to sustain a community of three hundred mentally handicapped boys and girls and to provide a home atmosphere and to train them to lead happy and useful lives." This will make it even less like a normal situation.

Why are the adult residents, for all are over sixteen, referred to as boys and girls? Does not this have a paternalistic denormalizing ring?

The village was founded in 1962 when a few children'—that is the word used in the Annual—came there for care and training on a day to day basis. In 1966 they had what is described as a balanced community of 40. In 1968 they had a balanced community of 60. Now plans are being made to establish a balanced community of 100 to achieve which they must build one new Dormitory block together with kitchens and dining rooms, provide another workshop and provide a central community center with swimming pool and gymnasium for recreation and physical therapy, and an exhibition area and a theatre setting for dramatic productions, cinema shows and lectures. The unit will be designed on a circular plan with moveable partitions, so that there can be maximum flexibility of use.

After that as mentioned above they will advance to three hundred. At the end of October 1972 there were 96 on the waiting list, 85 from Scotland, 9 from England, one from Ireland and one from Newfoundland.

The Village is a charity and depends for its growth on donations from individuals, groups, and trusts and fund raising efforts by local committee and organizations. It is organized as a company. The real motivation behind its beginning came from Mrs. Isobel Murdoch, mother of a mongoloid daughter.

Some residents are paid for by their parents alone, some jointly by parents and Local Authorities, some solely by local authorities, some by trusts and some by donations from the general public. Most of the residents are sponsored by Local Authorities. Over a tenth have no sponsors. No preference is given in admission to the children of parents able to pay. The fund raising efforts of the Village are magnificent. The work done is known throughout Scotland and people take a great interest in it. The Troon Circle (Troon is a town in Ayrshire) has over five thousand dollars in reserve for a new building in the village. Many church women help to raise funds and to organize visits to the Village to buy articles. The following quotation from Hansel Village Annual 1972 indicates the degree of public involvement.

"It is such an interesting feeling to be involved in such a happening as Hansel and to see it grow with the help of all and sundry, ranging from the little boys and girls who hold humble back court sales, the youth who suffer sweat and blisters in their sponsored walk: the backbone of church societies in many women's guilds: the generous industrious working lasses and lads in their workshops and offices: the big business tycoons in their capacity as Heads of industry, and also in their societies such as Rotary, Round Table and Associated Societies." A tobacco factory in Glasgow donated about $2500 in 1972. This money was given by the employees many of whom are the same age as the Hansel residents.

The procedure for admission is to complete the application form and take it to the Local Authorities Social Work Department from which it is sent to Hansel Village with a decision as to whether the Local Authority will sponsor the applicant. When there are vacancies the first people on the list are seen by the Selection Committee and those approved are given a date for admission as probationer residents.

Those admitted must be at least sixteen, mentally handicapped, ambulant, continent and able to wash and dress. The reason for the last three conditions is that any resident who could not comply would need more individual attention than the Village is able to provide. Mentally ill people are not admitted. The village is for the retarded.

There is no upper age limit as the aim is to provide care for life. Plans are being made to develop geriatric units.

Here again one wonders why care for life in this segregated situation for people who with supervison are capable of producing beautiful useful articles is necessary. An effort to convert Mrs. Murdoch to the normalization principle was not very successful. She stated confidently that it would take several generations to persuade the public to accept the retarded. Like many parents she seemed to think that most of the retarded need a haven.

Some of the residents in Hansel after Sheltered Workshop Training do return to the community. Ex-residents are working in farms, hospitals, convalescent homes, hotels, and market gardens. An interesting contact with the community is made when the residents working in the Village Workshops go to Kilmarnock Technical College for further education one day a week. This began in September 1971. At the end of the first year the teacher reported, "It is important that students have acquired some ability now to study and think independently. This class has proved to be a successful experiment."

And what was one's impression of the Village? Positive or Negative? That the residents were thought of as children and that a stated objective was to provide care for life inclined one to the latter but the happy faces and general air of purpose compelled one to say "Positive."

One was reminded of Tennyson's thought,
"And God fulfils himself in many ways
Lest one good custom should corrupt the world"
Is there perhaps, normalization principle notwithstanding, in the continuum of services offered the retarded a place for Villages like Hansel?

———o———

NEW POSITIONS

[The following five articles are concerned with positions which did not exist at Caswell till recently]

A. LIFE ACTIVITY CENTER COORDINATOR

"I enjoy working in the life activity center," said Carl Rothrock emphatically.

What is a life activity center? It's a place where retarded adults learn the skills needed for community living.

"At present we have workshop activities and some arts and crafts but we are going to branch out," explained Mr. Rothrock. "Right now I have two aides. I'm going to have six. We plan to have programs in four areas."

(1) "Basic survival skills—academic survival skills, I mean. Things like being able to read 'Stop' and 'Go' and 'Men' and 'Women'. Being able to write your name and tell time."

(2) "Health and Physical Education related activities. Learning to cut your fingernails. Practicing proper diet habits. Taking part in physical exercise classes."

(3) "Leisure time activities and hobbies. Bowling. Discovering how to make use of community resources during one's hours of leisure."

(4) "Work activities."

"We'll probably be open from six to nine in the evening too. The residents can bring their girl friends to watch T.V. They can have a cup of coffee and read funny books. Some nights we'll have bingo or movies."

"There will be special events like outings and camping trips."

"We hope to start a social club. It will be a place where residents can discuss their problems. Perhaps somebody wants a radio and doesn't know how to get one. Somebody may not know how we act around girls. We could have counselling sessions. We'll hold meetings. We could talk with somebody who was having discipline problems, perhaps stealing. We'll make use of the social workers' experience."

"I enjoy working in practical areas," continued Mr. Rothrock. He went on to explain that being able to do something and see results did wonders for the retarded person's self esteem. One young woman always indulged in silly talk when she was unoccupied but when working with boxes in the workshop she was quiet.

"I enjoy working with this program because I see such a need for it here," he added. "So many of the residents have been spending their time rocking and watching T.V. Now they can do something."

"I enjoy working with adults. You see more results. And they appreciate what you do for them so much."

At present those going to the Life Activity Center are residents in Hardison Hall.

We are lucky to have Mr. Rothrock as our firs Life Activity Center Coordinator. He is well qualified for the job for he has a very new Master' Degree in Special Education from E.C.U. and h did his internship here in the Academic School an the Adult Services Program in the Spring quarte of 1973. He is young. He graduated from Hig School in Reidsville in 1965. He has taught for tw years. In the first of these he taught slow learner in the 4th, 5th, and 6th grades and in the secon educable mentally retarded pupils in the 8th an 9th grades.

He has an abundance of infectious enthusiasm

Quintilian, the great Roman Educator, onc said of those he was trying to teach, "They woul be excellent students if only they did not thin they knew everything already." Mr. Rothrock i not like that.

"I've learned a lot since I started working," h said thoughtfully. "I've learned a lot from cottage parents."

[Note: On January 2nd the name was change to Adult Activities Center]

B. OCCUPATIONAL ANALYST

Leon Prater joined the Caswell Staff in Apr 1972 as a prevocational counsellor in the Academi School. He found the job to be a challenge and a interesting learning experience. It was difficul to counsel the retarded and to discover their behavioral patterns. One needed patience. It wa rewarding to learn from fellow workers.

Now Mr. Prater, a 1970 graduate of Carson Newman College with a B.A. in English and a B. in Health and Physical Education has moved on t a new position. On January 1st 1974 he becam Caswell's first Occupational Analyst. He expect to find his minors in sociology and psychology useful in this job.

Mr. Prater is in charge of our program for working residents. There is in America a Fair Labor Standards Act which has many amendments one of which covers institutional labor. A mentally retarded person in an institution does not have to be paid the minimum wage but he has to be paid a percentage of it. At Caswell we are now moving towards compliance with federal law.

In the past many of our working residents were used to operate and maintain the institution and were paid almost nothing. The institution became too dependent on the residents for labor.

At present we have 200 working residents being paid a dime an hour. This will have to be changed. The minimum paid will have to be 40 cents an hour i.e. 25% of the $1.60 an hour minimum wage ixed by Federal law. We have only enough money from state appropriations to pay between 100 and 125 residents so the others will have to be transferred to adult programs. Some will go to the Vocational Rehabilitation Facility.

Time and motion studies will be done on the working residents to measure productivity. Some will earn more than others.

We also have 125 residents being paid from 35 o 40 cents per week. These cannot do productive work and have been working for therapeutic reaons but the courts now say there is no such thing as therapeutic work. They too will have to be ransferred to adult programs. New programs will have to be devised to meet the needs of those who will no longer be working all day. These may ake the form of a combination of work and training.

"In the past there was too much haphazard placing of residents in jobs," said Mr. Prater. He onsiders it to be his task to teach the residents what the world of work is all about and to train and evaluate them. He will orient the work supervisors. The residents will receive their wages from ne centrally located area.

Mr. Prater, Occupational Analyst, is a very important member of the team of Caswell workers hat is preparing our adult residents to return o normal living in the community.

C. ASSISTANT DIRECTOR FOR PROGRAMS

"Important as care, love, and attention are hey are not enough," said Judy Kurzer persuasively. "Many older institutions are trying for the first ime with true desire and commitment to provide more than care. The whole world is saying that t's not enough just to keep people and care for hem. The rights of people call for more than that nd the rights of the mentally retarded are the ame as the rights of others."

What the residents in centers for the retardd need in addition to good care is a variety of rograms. For some a program may be toilet raining; for others it may be learning a simple inustrial task.

"Appointing a program director is probably a ery progressive step forward in a residential faility no matter what the internal organization is. t provides an opportunity to coordinate available services, to recognize needs, to attempt internal hange to meet these needs as well as to request hese needs be met by additional services," enhused Mrs. Kurzer describing her job. She became ur first program director on Oct. 1, 1973. Her official title at that time was Assistant Superintendent for Programs but when the Superintendent's title was changed to Director her title became Assistant Director for Programs. From November 1, 1972 to September 30, 1973 Mrs. Kurzer was Administrator of Adult Services. Before coming here she was Director of Social Service at O'Berry Center.

"One hundred percent of the time of the person in this position should be devoted to providing programs for the whole population. Programs mean service to residents and that is the principal function of the institution. We want the residents to get the best possible programs" explained Mrs. Kurzer.

Mrs. Kurzer thinks that the job of program director calls for a broad knowledge of mental retardation and a commitment to the multi-discipline approach in providing services. It also calls for either experience or acute awareness of community needs so that the programs developed in the institution will reflect these. To this must be added superior skills in communication.

D. PHARMACIST

"With me here the drug room can dispense to the units legally," said Mike Craven, the first pharmacist at Caswell, in response to a foolish question concerning the need of a pharmacist in the institution.

He went on to say that the profession of pharmacy had changed rapidly in the last few years and that only a recent graduate could meet the needs here. Students were now learning why certain drugs were being given and what happened in the body when the drug had been taken. Pharmacists had to review charts to see that there were no drug interactions. One could also get drug food interactions.

The clinical pharmacist was trained to work as a health team member.

Mr. Craven graduated from Chapel Hill in 1971 with a B.S. in Pharmacy. It takes five years to obtain such a degree. Mr. Craven became interested in working in an institution during his work as a medical assistant in Memorial Hospital, Chapel Hill while he was a student. He feels that he is able to use his knowledge to a greater degree in an institution than in a store.

He came to Caswell in November, 1972 and has three Pharmacy Assistants, Mesdames Yerton, Harrison, and Tilghman. Working with such a wide variety of people as is found in the staff and residents here interests him.

"My function at Caswell," he said, "is to assure that the residents get the drugs they need in the most efficient manner and also that this be done legally."

Five units, Hardison Hall, Lee 3 and 4 and Pate 1 and 2 now get individual prescriptions. Two weeks supply is prepared. It is hoped to expand this system to old and new South Dormitories.

Drugs play a very important part in the task of providing the most appropriate treatment plan for each resident at Caswell. It is good to know that after fifty-eight years without a pharmacist the institution obtained one.

Mr. Craven is a member of the Board of Directors of Lenoir County Drug Action Association.

E. HEALTH CARE INSTRUCTOR

"The residents enjoy not going to the clinic," said Mrs. Peggy Hammond, our first Health Care Instructor. She has worked in Hardison Hall since January 1973. To train the residents in self medication is one of her principal tasks. At the moment a curriculum on self medication she has written up is awaiting the inspection of Mr. Mike Craven, our pharmacist.

Hardison Hall is one of the units on unit medication. This means that two weeks' supply of medication comes to the unit. Each resident's medication is in a bottle. Each resident learn to go to the drug cabinet at the right time to be given his medication which is a big step towards normalization. The drugs most used are tranquilizers and seizure medication.

Minor first aid is done in the building. Routine medication for colds is given there too. This gives the residents the advantage of not having to sit and wait at the out-patient clinic.

Mrs. Hammond has classes to teach residents how to cut their finger and toe nails and how to deal with such things as a bleeding nose.

She also works in the satellite program in South Dormitory and Johnson 3 and 4. In the latter building using a film especially made for the retarded she taught the residents how to fit on and dispose of Kotex.

The Health Care Instructor is a very important member of the team that helps the residents to reach their optimal level of development.

Mrs. Hammond is a licensed practical nurse who has worked at Caswell for about ten years. Before going to Hardison Hall she worked in the out-patient clinic and before that in the Crippled Children's Hospital. She has found her jobs at Caswell to be interesting, challenging and rewarding.

She believes that the purpose of this type of job in a residential setting is to help to focus towards a continuum of growth and development so that a resident doesn't get lost and so that there is an opportunity for each resident to progress step by step to his optimum level.

Mrs. Kurzer has great expectations which are shared by those who work with her.

———o———

REPORT

On December 12 Dr. Bob Ratcliffe, Eastern Regional Manager—Division of Mental Health and some of his staff met with Dr. Coello, Director of Caswell Center, and some of his staff to discuss the goal common to both of providing better care for the Caswell Residents.

There is only so much in the way of normalization that can be done in the institution. To complete the process community resources are needed. It would be very good if in each Mental Health Clinic there was a person responsible for working full time for the mentally retarded.

Mrs. Judy Kurzer, assistant director for programs, explained to the group that plans were well advanced for setting up of the Unit System at Caswell. This would provide a coordinated multi-discipline service delivery system. We would realize that we were dealing with whole human beings.

We would need Basic Life Skills Units for the very handicapped, Therapeutic Residential Units, Pre-Community Placement Units and Special Service Units for such people as the deaf and blind and the emotionally disturbed.

When the unit system was established it would be much easier to see that recommendations made by professional workers and others were actually carried out. Habilitation Specialists could look at residents and see what program each needed. They could give trainers instructions. We would actually know what a resident could do before the program began and be able to measure improvement.

Dr. Ratcliffe said that he thought that wha was being planned was exciting and impressive.

———o———

FACTS AND FIGURES

As of December 30, 1973 the total populatio at Caswell stands at 1632 (891 males and 741 fe males) with an average daily population of 152 (640 males and 689 females).

During the last quarter (October, Novembe and December) there were 16 (14 males and 2 fe males) admitted. Eleven (10 males and 1 female were first admissions and 5 (1 male and 4 females were readmissions.

During the same quarter there were 54 (2 males and 31 females) discharged. Three (2 male and 1 female) were direct discharges, 50 (20 male and 30 females) were discharged from placemer and 1 (1 male) was a transfer out.

There were 4 deaths (3 males and 1 female).

Eight applications (7 males and 1 female) wer received. Applications on waiting list as of De cember 30, 1973—none.

———o———

BOUQUETS TO

Mrs. Rouse in Johnson 1 who wrote a fasc nating parody on "The Night Before Christmas printed it on a decorative scroll and hung it the wall. The story told in detail how each co tage parent who worked in that building help at Christmas.

* * *

The second Division Marine Band from Can LeJeune who this year gave their annual conce on December 6.

* * *

Mrs. Lucy Ham who gave her time and tale to demonstrate how to make Christmas decor tions to Caswell employees on November 7. T decorations were made from scrap material a Mrs. Ham said she was the biggest scrounger Rocky Mount.

2
39/2

North Carolina State Library
Raleigh

N. C
Doc.

The
CASWELL NEWS

THE CASWELL CENTER - KINSTON, NORTH CAROLINA

Paean NOT Threnody

Our trees have gone.
With whine of chain saw down they went,
And voices rose in swift lament
At Caswell.

How wrong we were!
Now we know that better trees
Will soon delight us with their leaves
On campus.

Reorganize.
A change some think a fearsome thing
Enrichment deep to all will bring
At Caswell.

April, 1974

Volume XXXIX

Number 2

The Caswell News

Volume XXXIX - No. 2 - KINSTON, NORTH CAROLINA, APRIL, 1974 $1.00 Per Year

Published quarterly for the benefit of Caswell Center and for the information of the citizens of North Carolina.

Director	Carlos Coello, M.D.
Asst. Director for Programs	Judy Kurzer
Asst. Director of Administation	W. J. Gamble, Jr.
Editor	Jean I. C. Tabory
Associate Editor	Pearl L. Adkins
Circulating Manager	Vickie Howell
Treasurer	Evelyn Carlisle

CALL TO ACTION

"We are just beginning to meet needs" said Dr. N. P. Zarzar, Director of Mental Health Services, in his speech of welcome at the Eleventh Annual John W. Umstead Series of Distinguished Lectures held on February 7 and 8 in the Royal Villa in Raleigh.

The talks given certainly show that we are meeting needs but that much remains to be done. As another speaker said, "We have come a long way but we have still a long way to go."

In this issue we have tried to summarize the lectures delivered on the first day. Caswell was honored in that Judy Kurzer, our assistant director of programs, was on a panel discussing "Changing Attitudes of Society: A How To". Her speech is reported in full.

This was the first time the Lecture Series had been devoted to the theme of mental retardation and a record crowd of about 1150 attended.

Do words make a difference? Is it true that as a writer once wrote ideas have legs? Did those of us from Caswell who attended (and far more of us attended than ever before; we needed a bus to get there) carry away more than fleeting inspiration?

Summing up the proceedings of the first day Dr. Blatt said of the speakers, "Not only were they eloquent. They had wisdom," and added "We say, 'We've heard it all before.' Who hasn't? But you have heard it from different people so it has a new meaning."

Dr. Zarzar's opening remarks included a thought on which we all ought to meditate. "Unless learning is translated into action programs in the community and the institutions we don't get what we came for. If each of the thousand here translates something into action something will be done." What difference has our attendance at the lectures made at Caswell?

UMSTEAD REMEMBERED

(Unfortunately much has been forgotten. The speakers said more than is recorded here.)

Burton Blatt, Director, Division of Special Education and Rehabilitation, Syracuse University.

Intelligence is educable. People can change. Though we accept intellectually the possibility of educability we organize programs for the mentally retarded and for others to illustrate the idea that people don't change. We say that segregation of people such as the retarded who are different is not only necessary but good for people.

We have created a monolith in Mental Health and Mental Retardation. There are no options. We have our granite institutions.

We talk about a new era but when we look at what is actually happening we are not pleased. Practically all of the three fourth million children in special education for the retarded in America are in segregated classes in spite of all the slogans about the benefits of mainstreaming.

We talk of community placement. Of the current budget of 235 million dollars in the Department of Mental Hygiene in the State of New York 233 million goes to the maintenance of large institutions.

It seems that in our culture we don't think all people are equally valuable. When somebody is defective we won't let him have a try at life. Be suspicious of a government that seeks to protect people for their own good.

For some individuals there is something more important than life and that is their freedom to come and go as they please and to take risks.

People can change. The mentally retarded can change. Mental retardation is only an administrative term.

Philip Roos, Executive Director National Association for Retarded Citizens.

After almost two centuries the ideals on which this nation was founded are largely unfullfilled. Ideals of justice are being violated every day of our lives. There is an assumption that there are degrees of humanness. Therefore the scarce resources of our society are distributed to the fully human first and trickle down to others.

There are some progressive and optimistic trends in mental retardation today.

1. The developmental model is being adopted. We view retarded people even if severely retarded as human beings capable of growth and development.
2. We are accepting the normalization principle.
3. The Search for community integration.
4. The principle of smallness. Huge institution foster dehumanizing management.

5. Principle of separation of domiciliary functions from other functions. It is not necessary to have such things as chapels and swimming pools in institutions. Community resources can be used.
6. The principle of Individualization. Each handicapped person is unique. Accreditation Standards require an Individual Program Plan. Avoid regimentation. This is in harmony with the zeitgeist.
7. Principle of self actualization. Each should be given the maximum opportunity to shape his own destiny. Opportunities for making choices should be offered. This is a challenge to us for we tend to design institutions for the convenience of the staff. We need to learn from space technology. Astronauts guide vehicles with their eyelids. Perhaps the cerebral palsied could learn to switch on lights or music with their eyelids.

There are some obstacles to progress. Great ideals are incorporated in State plans but in many places no great things are being done. Why?

1. Lack of resources.
2. Development of environment of economy.

Many new institutions incorporate the worst features of the old because it is cheaper to build and administer them.

3. Growing reliance on people inadequately prepared to administer techniques. e.g. everybody has a behavior modification program.
4. Stifling Bureaucracies—management to oblivion.
5. Administrative Procedures. Some are concerned with maintaining the system. Danger is associated with sins of commission. There is a great reinforcement value associated with making no waves.
6. Resistance to Decentralization. One reason why we are moving slowly is serious public anxiety. The public still holds the old myths.
7. Unclear Administrative Accountability.
8. Super simplification. There is no point in seeking one simple unitary solution for none exists.

We can change. It is we who hold our destinies in our hands.

Gunnar Dybwad, Professor of Human Development, The Florence Heller Graduate School for Advanced Studies in Social Work, Brandeis University.

The stories ought to speak for themselves. Francois rarely goes to affairs with other retarded people. He has a feeling he does not like to be with them. Has been in love several times. Voted at the last election for mayor.

Barbara in California thinks well enough of herself to believe that some day somebody will love her for herself. Her parents hope she can have a one to one relationship either in marriage or friendship. Her parents were fearful when they learned she was retarded but they realized they must allow her to run the risk of failure. Her mother said, "We recognize we cannot cheat her by making our worry her straightjacket".

One day Barbara asked, "When are you going to die mother?" Having comforted her the mother said, "Why do you ask?" "Because then I shall be free," was the reply.

A retarded Cerebral Palsied girl was born in 1943. Her mother made up her mind the child was staying with her. She helped her through the 8th grade in public school and found a little private High School for her. Then the girl went to Junior College and got a job as a teacher's aide in a class for retarded children. Then she said, "I want to be a teacher and not a teacher's aide." She went to college and graduated. Today she is living in her own apartment.

What about the severely retarded? That is Sebastian's Diagnosis and he can mix cocktails and talk in English and Spanish.

What about the profoundly retarded? John Williams lives in Oxford, England. He is incapable of speech and the psychologist says his mental age is two. His life style is quite like that of other young men in Oxford. He dresses like them and enjoys coffee and tea. He has a life style and has acquired it because somebody had the guts to say, "You say he has a mental age of 2. I say he is a young man who has a right to live as other people live." John Williams has taught me more than any psychological text book ever has.

In 1970 in Sweden young mentally retarded people had a conference they managed themselves. Among the rights they asked for were the right to have apartments of their own to be with the other sex, to marry and to have interesting jobs.

There was another such conference in England and another in Ontario, Canada which was called US. Most people work for or on behalf of the mentally retarded. Very few work with them. It is usually "We and they" not just "We".

Retarded people themselves are coming to the fore. My dearest wish is that as of next week the sponsors of this meeting will begin to take definite steps to let a group of retarded young people tell you what they hope to be able to do for themselves.

Louise R. Ravenel, Member of The President's Committee on Mental Retardation and mother of a retarded son.

I had never listened to an institutionalized retarded person tell what he wanted from life until I heard Peter who had lived in an institution for 33 years saying before thousands of delegates that his fondest dream was to be a citizen of this country. He said he had been living in the retarded jail all his life. We seldom ask the real experts what life is like for them. James with an IQ of 43 said, "There are lots of things I can do. I can learn. I can't learn fast. Why can't people take me as I am?"

In our campaign to change attitudes we must begin with ourselves. We should listen to the people we are trying to help. Do we consciously train handicapped people to make decisions? If we don't we cannot expect them to be weaned from their dependency.

Let us not make the mistake of creating a pattern everybody must fit into. What is an ideal life style for one may be horror for another. Out of mistaken concepts we have created the institutions. Some are snake pits but the good ones seldom get the credit they deserve. Our aim is not just to get the retarded out of institutions. We must find something better. We must not move people from big bad institutions to little bad group homes. Community care is not automatically good because it is in the community.

Some retarded people are in worse places than the institutions for the retarded. The State prisons house many retarded offenders who are there because of poverty and neglect compounded by mental retardation. These people have never had a chance. Some children are in homes where they are being poisoned by lead paint. We need better housing.

Things are getting better. Lives are being changed. Certain factors are helping people to leave the institutions and live in the community.

1. Spin off from social action movements. We are beginning to recognize minorities as fellow human beings.
2. The fight for legal as well as human rights.
3. The impact of the normalization principle and the adoption of the developmental model.

There are problems. I want to emphasize one viz. The anxiety that parents have concerning what will happen to their child when they die. Who is accountable? Who is responsible? I think in my state, South Carolina, the Department of Mental Retardation is.

For the vast majority the best thing is to bypass the institution altogether.

———o———

CARE ELSEWHERE

We thought our readers might be interested in comparing the methods used and the philosophy underlying these in a state institution for the mentally retarded in Scotland with our methods and philosophy at Caswell.

It will be noted that the aims in both institutions are very much alike. There is much similarity too in the methods. The orientation in Scotland is very medical which is to be regretted as mental retardation is not a disease.

This new Scottish institution at the end of 1973 had what it called a 229 bed complement. There were then 4 children's villas providing 102 beds, 3 adult male villas providing 76 beds and 2 adult female villas. In each villa lived 25 or 26 persons. Each had a day-room, a dining room, a TV Lounge and hobbies-room. Sleeping accommodation was provided in small dormitories of either four or six beds, as well as single rooms. The section "For Relatives" is included because of the information it gives by implication concerning the basis philosophy.

———o———

FACTS AND FIGURES

As of March 31, 1974 the total population at Caswell stands at 1634 (894 males and 740 females) with an average daily population of 1535 (845 males and 690 females).

During the last quarter (January, February and March) there were 13 (8 males and 5 females) admitted. Eleven (7 males and 4 females) were first admissions and 2 (1 male and 1 female) were readmissions.

During the same quarter there were 12 (7 males and 5 females) discharged from placement.

There were 3 deaths (3 males) during this quarter.

Fourteen applications (9 males and 5 females) were received. Applications on waiting list as of March 31, 1974—none.

Caswell's Contribution to the Package distributed to all who registered at the John Umstead Lectures

HIGHLIGHTS FROM OUR HISTORY SELECTED BY CASWELL MANAGEMENT

Society's attitude is a key factor in designing programs for the retarded. If there is talk, as there was when Caswell was opened in 1914, of the menace of mental deficiency it is difficult to place the retarded in the community. The idea was there. In 1928 the school principal, a psychologist, wrote "In all cases of borderline mentality we would like to see the boys and girls paroled as soon as possible after their essential training."

Happily society's attitude is changing. In the fifties came the Parents' Association, in the sixties came the Kennedy Administration's interest in mental retardation and now we have a growing acceptance of deviancy and a realization that the community is the only place where a normal life can be lived.

Motivation cannot be overemphasized. We try to motivate the residents. Behavior modification has proved to be one effective way to do this. The staff too must be motivated. It is thought that reorganization into divisions will contribute to this.

Implementation is everything. Our predecessors had many good ideas very similar to our own (for example in 1914 there was a class in which the art of tying and buttoning shoes was taught—in 1936 the superintendent thought that an institution of 850 would be big enough and another establishment should be built in the western part of the state) which because of society's attitude and lack of funds could not be put into practice. In 1920 a Caswell report stated "The real opportunity for constructive work is in the community." Now in the form of staff, programs and community interest we are at last seeing action.

Laughter has always been valued at Caswell. We read over and over again in our history of things done to bring joy to the residents. One example: In 1932 it was reported that "The rhythm band has been greatly enjoyed by the imbecile group."

Equitable funding is something we hope for. Caswell has always had to struggle for the money needed to do its work. In 1915 Dr. McNairy, superintendent, and Miss Sarah Shaw, first principal of the school, had to go to make a direct appeal to the Appropriations Committee in the House for funds to carry on. We think that now we should have the same amount of money from the legislature as the best funded institution in our state.

CHANGING ATTITUDES OF SOCIETY: A HOW TO IN THE INSTITUTIONAL ENVIRONMENT

I wonder if anyone has given thought to the courage it takes for an institution to truly come to grips with staff attitudes. Few of us are offered the luxury of beginning a new institution—to hand pick new staff—to orientate these people from the beginning in a way we as in the broad sense leaders in mental retardation might believe. Most of us deal with an inherited staff—with institutions that have come of age during an era in which a different philosophy prevailed. Many of our staffs came of age in that time, too. Their attitudes were shaped by a philosophy where total care dominated—where isolation and protection prevailed. Not many stopped to think what this really means—can you imagine living one's whole ife without having the opportunity to take risks so well known to each of us in everyday living? Picture an environment with such a smothering effect of care in behalf of the resident that there s no room for the fresh breath of growth and development.

When I speak of attitudes within an instituional environment, I do not refer to the horrors of the not so distant past. Thank heavens, these are gone for most of our people. Bars, chains—hese are things that understanding of behavior and advances in the medical sciences have helped he most. Physical abuse is no longer tolerated n the care and treatment of the human being. But these are not what I mean—instead, what I efer to is that special way of acting and interacting between the staff of the institution and he residents, therein—that feeling, that belief and knowledge the staff have about their job and about why they are there. This belief turned into action is the attitude I search for.

I truly believe that in most large institutions, here has been intermittent efforts by some very esponsible people to modify attitudes of the total taff: however, in many there has not been any eal, sustained or organized pressure to truly ring this about. Without the drastic and conistent effort to see such a program through, the doption of more resident related programs or ven the massive infusion of new positions and more monies will simply compound those negative values of that present system. It is time to translate the rights of our retarded residents from an mpty slogan to a meaningful reality by making certain that the behavior—the attitude expressed hrough action—of each employee within a residential environment reflects the overall goals and philospohy of that institution's purpose.

My topic was not to say that good attitudes are eeded. This, we all accept. Perhaps I stressed it o much; however, I rather think not. My topic How and my time is brief, so let me make my oints clearly and straighforwardly. We know that ttitude change is brought through new information—information in the form, if you will, of ersuasive messages from a source of authority.

Point No. 1: Those having responsibility and ho are in the position to really influence attitudes are the uppermost administrative staff. The nstitution must have an organizational structure hich leads, directs, encourages or if necessary, nforces the desirable approach to and delivery of services. For years, we have been blaming the wrong people for poor attitudes. Instead we must ask whether top echelon staff truly believes and understands the overall philosophy of the institution's purpose. And, we must ask if these few persons transmit this message to all persons under them—the messages to the direct care staff, the message to the ancillary supportative staffs, the message to the residents, their families and the community. And, we must demand that the messages not be mixed ones. They must be strong and clear and understandable. They must say **we believe.** They must not be riddled with doubt either in the message, itself, or the behavior that accompanies the message.

Secondly, with this strong supportative backing—middle management personnel—both supervisory and program can introduce or demonstrate types of services which may be new to both residents and staff. The risk factor, as it relates to new/different/creative programing, can be explained. The fact that certain programs might fail or that certain individuals do not progress well in these programs can be viewed as normal occurrences and not considered indicative of total new thrust failures as sometimes now occurs.

Closely related to this second point, but deserving a place of its own, is a new and fresh look at our supervisory personnel. It is no longer enough to be dependable, reliable, a long-term employee, and well liked—our supervisors must be leaders of people and advance men for the new programing and changes in philosophy which have yet to come. These persons must in addition to other requirements have skills in developing their people—in encouraging open communication, encouraging questioning new trends, encouraging the offering of new ideas (and seeing some which are good receive recognition and implementation). It is not only supervisors in program or resident-related areas to which I refer. Our large maintenance areas, our dietary, our house keeping, our farms—these persons, in these departments too, are the institutions' staff and these persons, too, influence, greatly, the lives of our residents and the attitudes of personnel.

Point 3: Incentive for any person plays an important role in feelings about his job. We must carefully examine our ways of recognizing people. Not only is the "dollar and cents" incentive important but the recognition of accomplishments, dedication, creativity—is perhaps the strongest factor in sustaining high morale and helping staffs' thoughts and attitudes remain open for the new.

Educational opportunities and inservice training are key in our attempt to lead—to mold—to develop. The latter of these, inservice training, I shall refer to separately.

Incentive also takes on other forms. Recruitment of key personnel is vital. Research or special programs will indeed attract special people and create an exciting, enthusiastic setting in which to work. If the new knowledge is shared in a "Show Me Fashion", both our residents and our staffs will benefit and grow.

We have another task to meet equally important to the recognition of the best in our staffs. We must have the strength, ability and willingness to handle those staff members who are not performing in the expected manner and in accordance with guidelines set forth both in a job description and dictated by the philosophy and goals of the setting. Too long have institutions hidden and protected these persons just as we have hidden and protected the retarded person himself. No matter how delicate a matter this appears to be, it must be dealt with, for to allow this to continue is a disservice to the resident and a severe blow to the other hundreds of employees striving to accomplish their tasks.

One last point—that of leadership training, man power development—inservice training—whatever the going name is today. This must occur at all levels. I believe most of us have bought the importance of such training. What we might have missed is the special knowledge or sensitivity to the cultural background of the persons who make up the bulk of our employees. We are barely cognizant of these same differences among our residents. I wonder how much we have given thought and attention to the background of our employees—to their beliefs, to their life experiences and how these might affect their attitudes in planning for the retarded.

Too often have institutions been eager to accept the packaged inservice training of one kind or another, especially for its direct care personnel. Sometimes these come in the form of training to better perform duties: sometimes, it comes as requirements for advancement within state or other personnel systems. I say we have overlooked this very important aspect in implementing these packaged programs. These life-styles and experiences of our employees will differ from institution to institution, from one part of the state to another, calling for minor to drastic revisions of training.

Each day—in many ways, we have numerous opportunities to influence attitudes of our staffs. We must first know ourselves and realize that our interaction with these persons shapes and influences their behavior with others. How precious it is when the commodity is a human being and we, all of us, can truly be a part of people serving people.

Judith Kurzer
Assistant Director for Programs

———o———

A MOVE: NOT A TRANSFER

Caswell is overcrowded. The Forensic Unit at Cherry Hospital is empty. Why not use the empty building to provide more living space for Caswell residents?

On April 4th Dr. Coello sent out a memorandum explaining that some Caswell residents are going to be moved to the former Forensic Unit at Cherry which is now the Caswell Annex in Goldsboro. A hundred and sixty residents will be moved to this Caswell Unit. They will not be transferred to Cherry.

We shall buy services of administration from Cherry but Caswell management is going to continue to exercise quality control. The employees from Cherry who are going to work in the Caswell Annex are going to spend a period here at Caswell to learn something about the philosophy of mental retardation.

This decision to move residents was not made swiftly or carelessly. The move was a matter of much concern to the Department of Human Resources, The Division of Mental Health, and Caswell Management.

The matter was put into the hands of a Subcommittee consisting of Messers. Batts, Johnson and Kurzer and Mrs. Kurzer.

The unit teams will make a preliminary selection and report to the Subcommittee which will report to the Task Force on April 25. The moving will begin in June and will be done gradually with 10 or 15 residents moving each week. Most of those going will come from Tapp, Pollock, Wooten and Austin.

The following criteria have been recommended:

(1) All residents to be over eighteen.
(2) All to be ambulatory plus for the building has three stairways and no elevator. The question of not transferring residents subject to seizures has been raised.
(3) All to possess self-help skills.
(4) A reasonable number—perhaps fifty—o emotionally disturbed adults to be included with the idea that there they will have access to psychiatric care and if necessar can be transferred to Cherry.
(5) Residents can come from any geographi region.
(6) They must be people with limited ac- cess to programs at present. The main ide is that people should go over there to pro- grams in advance of what they have here
(7) Residents to be those who will benefit fro having a private room.

This Caswell Annex will be a transitional unit If residents do well there they may be brough back to Hardison Hall for preparation for com- munity living.

As change produces anxiety the Caswell Man- agement is eager to assure everybody that th reason for this particular change is to benefit group of our residents by placing them in bette programs.

———o———

BOUQUETS TO

The Ladies Auxiliary of the Faith Luthera Church, Kinston whose members gave a birthda party in Tapp 4 in honor of Jessie L. Knight seventy-second birthday. Thoese ladies sponso Jessie.

The Men's Adult Sunday School Class of Ne Hope Baptist Church, Kinston whose membe gave a party in Tapp 4 in honor of Larry Andrew twenty-sixth birthday. These gentlemen sponso Larry.

The 86 employees who received jewelry in th form of necklaces, bracelets, brooches, tie tacs tie bars adorned with the State Seal as awards f twenty or more years of service to the State o February 19 at the first Awards Day Ceremony i the recreation building and all who receive awards later for shorter periods of service.

All who are wearing their reorganization smi buttons with the message Reorganization A Bett Caswell.

Elizabeth who thanks to the Adult Servic Satellite Program at age 30 has learned to pri her name for the first time in her life.

To all who contributed to the Handicrafts Sa organized by Adult Services and held in the Ho pital basement on March 29.

REPORT FROM REHABILITATION NEW FACES

Hello,

Allow me to introduce myself. I am the newest counselor in the Department of Vocational Rehabilitation.

I was born on March 5, 1951 in Elm City, North Carolina. I am the eleventh and youngest child of Mr. and Mrs. Jacob Brown.

I graduated from Adkin Senior High School, Rochelle Boulevard in 1969. In the fall of the same year I enrolled in the Livingstone College—Methodist supported and obtained my B. A. degree in Social Welfare and a Social Workers certificate in May 1973.

My work experiences include: Information operator in Washington, D. C., Teacher's Aide during the summer program at Savannah High School in Grifton, training as Operation Technician at Lenoir Memorial Hospital and employee in the Unit Buying control office at Sear's Roebuck and Company. I have been counseling since March 1, 1974. Oh, by the way I'm very happily—single with no dependents.

There are other new members in the Department, they include Mr. E. Parker Stokes, Isaac Cathendar Hines, Mr. Billy Ray Parrott.

Mr. Parrott is 29 years old, born on December 3, 1944 in Kinston, N. C. and in September 1968 he was married to the former Miss Jackie Monroe.

Mr. Parrott will receive his B.S. Degree in Industrial and Technical Education in June 1974. He will be working toward his M. A. Degree during this summer in Industrial Education. His A.A. Degree, Machinist Diploma and Welding Diploma were all obtained through the Lenoir Community College.

Billy's work experience involves machinists helper, Newport News Shipyard, Virginia (apprenticeship program) from 1965-1966.

He was a maintenance worker from 1966-1968 in the U.S. Army and from that year to the present, he has been the Industrial Arts Instructor here. His duties include teaching mentally retarded residents vocational subjects, such as woodworking, metal working, basic electricity, and other related subjects for outside employment.

Mr. Isaac C. Hines was born on January 14, 948. He is now married to the former Linda Aycock and they have been blessed with a beautiful daughter.

In 1972 Mr. Hines received his Master of Arts in Education degree in Rehabilitation Counseling from East Carolina University. In 1970 he graduated from East Carolina University with a B.A. degree majoring in Psychology with a composite minor in Mathematics and Sociology. From the Mt. Olive College he obtained his Associate in Science Degree in 1968.

In 1964-1971 Isaac worked as a part-time employee with Brody's Department Store here in Kimton. At the present he is a counselor in the Department of North Carolina Division of Vocational Rehabilitation.

Mr. Hines is a member of various professional civics and other organizations; and he performs in many religious activities.

Last but not least, Mr. Stokes was born in Stokes, North Carolina. He attended the Stokes Pactolus High School. In 1965, Mr. Stokes entered East Carolina University. While attending the University, he worked for the United States Information Agency. He graduated with a degree in Psychology and Sociology. After this, he spent 3 years in active duty with the U.S. Marine Corps. In November 1973, Mr. Stokes entered East Carolina University graduate school. He is presently doing his internship at the Vocational Rehabilitation Facility and will graduate in May. Mr. Parker is now married to the former Miss Donna B. Rosso of Kinston, who teaches at Moss Hill School.

You have just been introuced to the newest members of the department. Here's hoping for a very fine year here with the department and all involved.

Delores A. Brown
V.R. Counsellor

———o———

CRAIG PHADRIG HOSPITAL INVERNESS

The responsibility for the care, education and training of mental defectives lies primarily with the Local Authorities through their Education and Social Work Departments, although, where appropriate, specialist advice from the hospital service is available to the Local Authorities. While it is national policy that the majority of the mentally handicapped should live in their own homes or in Local Authority residential accommodation, a certain percentage require the special facilities of the hospital service. In the Northern Region these special facilities are available at Craig Phadrig Hospital. Criteria for admission to Hospital are as follows:

(1) Where the patient requires short-term admission for the purposes of invesigation.
(2) Where the patient is handicapped both mentally and physically and needs long-term medical and nursing care.
(3) Where the patient suffers from mental handicap complicated by severe epilepsy.
(4) Where the patient suffers from mental deficiency with a super-added psychiatric disorder.

Unfortunately the Local Authority Services are still in the process of development and there are many gaps in the service. Until such times as the Local Authorities' plans have been implemented, a number of patients require to be admitted to Hospital who do not strictly conform to the above criteria.

The aims of treatment at Craig Phadrig can be stated briefly; they are to develop the patient to the maximum of his potential and, if at all possible, to discharge him to the community. While a certain proportion may be discharged to open employment, the majority, following treatment, are still not economically independent. Nevertheless, they are much less handicapped, much more able to enjoy life and not such a burden on their relatives.

When a patient is admitted he is fully assessed and a plan of treatment is outlined, which is individual to each patient. In the case of children this treatment is carried out by the nursing staff in the villas and by the teaching staff in the school. With the severely handicapped the main effort is directed to increasing the patient's capacity for self-help and such activities as teaching the patient to feed himself, dress himself, wash himself and attend to his toilet needs are carried out by the nursing staff in the Villas. Other forms of training, more especially with the less severely handicapped, are carried out in the school. Although a proportion benefit from instruction in the 3 Rs, the main emphasis is on the development of social competence. A separate paper giving details of the activities of the school has been prepared by the Head Teacher. Physical handicaps, which are of frequent occurrence among the mentally handicapped, are given the appropriate treatment and the Physiotherapy Department has an important role to play in this area. Emotional problems, which have a high incidence in a hospital population, are managed through the expertise of the medical and nursing staff.

With the adult patients, the therapeutic programmes vary according to the sex and severity of the handicap. High-grade female patients have an intensive programme of domestic training which includes simple cooking, cleaning and sewing. For those who are suitable, training in simple industrial activities are available. The high-grade male patients have a programme which includes instruction in the various departments of the workshops (woodwork, metal-work, lapidary, cement-making and general industrial), the gardens, the crofting area and in domestic duties. Particular attention is paid to weaknesses in social competence and a special effort is made to remedy those weaknesses by the nursing staff.

———o———

FOR RELATIVES

The following notes are for the information and guidance of relatives of patients in this Hospital. It is hoped that relatives will cooperate in observing any regulations which are made, as they are designed for the welfare of the patients.

THE LOCATION: Craig Phadrig Hospital is situated on the Leachkin Road, approximately three miles from the centre of Inverness. It can be approached from Inverness by taking the A9 North Road and turning left after crossing the Muirtown Canal Bridge. The Craig Dunain omnibus from Farraline Park, Inverness, passes Craig Phadrig Hospital. A separate note of the present 'Bus Timetable is enclosed.

VISITING: There will be no special visiting times, except that visiting after 7:30 p.m. will only be by special permission. The Charge Nurse will be able to advise what will be the most suitable time for visiting in individual cases. For relatives travelling some distance it would be helpful if they could send advance warning of an intended visit in case their visit coincides with some activity that has been arranged.

REPORTS ON PROGRESS OF PATIENTS: While no routine reports on the progress of patients will be issued, verbal reports may be obtained from the Ward Sister or Charge Nurse on visits. The Physician Superintendent will be pleased to answer any written enquiries, and interviews with the Physician Superintendent, or a member of the Medical Staff can be arranged. It is preferable if requests for appointments with the Medical Staff are made in writing, specifying the points which the relatives wish to discuss and intimating alternative suitable dates for such appointments.

CLOTHING: A full outfit of clothing will be supplied by the Hospital Authroity. Patients' relatives may provide clothing if they so wish, although no responsibility is taken for loss or damage to such clothing. If private clothing is purchased, it would be advisable to consult with the Charge Nurse or Ward Sister as to its suitability.

POCKET MONEY: There will be a small issue of pocket money made to individual patients. If relatives wish to supply extra pocket money, this should be sent to the Hospital Secretary, who will issue a receipt. This money will be placed in a special account and disbursed to the patient as required.

SERIOUS ILLNESSES: If a patient develops a serious illness, every effort will be made to notify the next of kin. It is important that the Hospital is kept informed of any change of address of the next of kin, and if the next of kin is on holiday, that an alternative person is nominated to act on their behalf. It would be helpful for emergency purposes to have the telephone number of a person who can be contacted if the relative himself has no telephone.

INOCULATIONS: From time to time, arrangements will be made to inoculate patients against various conditions. The next of kin will be notified of any such proposal and their permission sought in individual cases.

SMOKING: While smoking is not forbidden in this Hospital, it is hoped that relatives of patients will do all they can to discourage cigarette smoking. They can help in this matter by not providing cigarettes for patients and by not smoking when in their company.

INTOXICANTS: Intoxicants must on no account be introduced into any patient area in this hospital. No visitors under the influence of alcohol or drugs will be allowed in the precincts of this Hospital.

EXTRA COMFORTS: Relatives may, if they so wish, supply extra comforts for patients, but they should consult in this matter with the Ward Sister or Charge Nurse as to the desirability of the proposed comfort they wish to supply.

CAR PARKING: Visitors are asked to use the ample car parking facilities which have been provided and not to drive to the Villa door, except to uplift or put down a physically handicapped person.

COMPLAINTS: Any complaints concerning the treatment of patients should be made as soon as possible, in writing, to the Physician Superintendent. On receipt of a complaint, the matter will be fully investigated and either a verbal or written report will be given to the relative. Should the relative not be satisfied with the results of any enquiry that is made, they are free at any time to write to the Secretary of the Mental Welfare Commission, who have a duty to investigate any complaints made, concerning patients in this Hospital. The address of the Mental Welfare Commission is as follows:

Mental Welfare Commission for Scotland
68-70 George Street
EDINBURGH EH2 2LR

SUGGESTIONS: Suggestions for the improvement of services at Craig Phadrig Hospital are always welcome.

2
9/3

North Carolina State Library
Raleigh

N. C.
Doc.

The
CASWELL NEWS

"CASWELL CANNOT TAKE THE PLACE OF FAMILY RESPONSIBILITY,
LOVE AND MORAL SUPPORT"

Battle Hymn of a Republic

As we are, as we are
As we are, we greet you
With our strength and weakness too
O how we want to meet you,
So we will struggle to live and grow
Live and grow together.
As we are, as we are
We believe you are for us.

This is not officially a battle hymn. It is the song of Glenwood State Hospital, Iowa and was sung by William E. Campbell, Superintendent of that institution, at the John W. Umstead Lectures this year. The tune is Edelweiss. The words summarize the battle retarded people have to fight — the battle for acceptance.

July, 1974

Volume XXXIX Number 3

The Caswell News

Volume XXXIX - No. 3 - KINSTON, NORTH CAROLINA, JULY, 1974 $1.00 Per Year

Published quarterly for the benefit of Caswell Center and for the information of the citizens of North Carolina.

Director	Carlos Coello, M.D.
Asst. Director for Programs	Judy Kurzer
Asst. Director of Administation	W. J. Gamble, Jr.
Editor	Jean I. C. Tabory
Associate Editor	Pearl L. Adkins
Circulating Manager	Vickie Howell
Treasurer	Evelyn Carlisle

FROM THE DIRECTOR'S OFFICE

Did you notice our new slogan on the cover? This is part of our director's philosophy. Caswell cannot provide the loving care found in a family. Caswell cannot, and does not try to, take over a family's responsibility for its retarded member.

When a child or an adult becomes a Caswell resident his parents or some other family members are still responsible for him or her. The resident still needs the emotional support that only family members can provide. He needs to know that somebody familiar loves him. We hope parents will take their children home every weekend and in summer.

We want parents to know what is going on at Caswell. We want them to be involved in our programs.

Programs are the cornerstone of our present work. Every resident will be involved in a specific program tailored to his needs by a multi-disciplinary team. Cottage parents, nurses, social workers, psychologists, physicians and others who know the child will sit down to discuss his needs and to plan a program to help him.

When we admit mentally retarded people to this institution we admit them for training, education, psychiatric services, programs and care. For some that may mean rather long term care. Unfortunately in the past custodial care was all that was provided for some.

As a result of the program the resident grows at Caswell. Hopefully he grows to the point where he is ready to return to the community, possibly to his own home. Some will return to group living situations which provide a more normal atmosphere than that found in any large institution. The goal in community placement is to enable the retarded person to live a life as like that of normal people as possible. Large institutions are denormalizing.

Of course when a resident is placed in the community, Caswell Center and the mental health clinics have the responsibility of continuing to provide care and follow-up.

Programs help residents to grow. But what about parents? Do they change and grow? At Caswell now efforts are being made to find funds and staff to have programs for parents. These would help parents to understand what is going on in the institutions and also in the community They would help to provide a continuity of attitude, information and ways of coping between the institution and the home. The child would not be confused because he was taught, for example, to dress himself one way at Caswell and another at home. The programs for parents and possibly for group home operators would be carried out in the community. We would not expect parents to travel to Caswell to take part except if necessary.

This is a time of change and growth! Hopefully residents, staff and parents will grow together.

———o———

From the Kinston Free Press, June 16, 1974

WORKSHOP HELD

Some 35 people completed Friday a two-day general asepsis workshop at Caswell Center, sponsored jointly by the center and David L. Taylo of Snow Hill, division sales representative fo National Laboratories.

Instructor for the event was M. I. Clements field manager of the Motvale, N. J., firm.

The program was designed "to provide participants with a formula to effectively meet environmental sanitation needs," Taylor reported.

Presented pins and certificates after completing the workshop were Katie Aycock, Earl Braxton, Lovetta Cobb, Faye Eubanks, Quincy Gardner, Blaine Hargett, Ernest Frizzelle, Faye Jones Lynda Dail, Violet Nelson, Lorene Crumpler, Marion Loftin, Evelyn Price, Dora Wagstaff, Sandra Noble, Gladys Piaski, Hazel Rose, Carrie Hussey Doris Shivar.

Also, Rosa Simmons, Ronell Smith, William Sutton, Lucille Sykes, Donald Thompson, Jame Taylor, James Wade, Robert Weston, Cozelle Wilson, Emmitt Wooten, Serail Yelverton, Jack Smith, Julia Kennedy, Virginia Perry and Margaret Hobbs.

Footnote: Mrs. Lovetta Cobb in the Housekeeping Department thought that attending th workshop was a very rewarding experience "I've been doing housekeeping at Caswell fo twenty five years and this is the first tim I've had the chance to learn anything abou it in books," she told Mrs. Virginia Perry, Director of In-Service Training.

GOAL!

"The severely retarded have short attention spans." True? False? If you had seen the four boys bent intently over their feet as, under the watchful eye of their teacher, they worked with clippers on their toenails you would certainly have agreed that these four boys were concentrating. This was their second day in class. On the previous day they had learned to use the clippers on their fingernails.

Mrs. Brenda Herring was the teacher. Mrs. Herring is a nurse, an L.P.N., and she is very enthusiastic about the summer project in Pollock A in which she is involved. Fifteen residents most of whom are not in school were selected for the project. Various goals have been chosen by the team for each resident.

Every member of the team attended a Goal-Planning Workshop taught by Mrs. Dorothy Hodgkins, psychologist, before the goals were set. On the team are Mrs. Hodgkins, Mesdames Helen Gardner, Charlotte Sutton, Carrie Outlaw, Louise White and Henry Heath, William Jones, Kieter McCoy, R. D. Wells and Billy Williams, cottage parents in Pollock A, Mrs. Herring, L.P.N., A. L. Moye, Physical Education Teacher, Mrs. Lynda Watkins Academic School teacher, Norman Polk, Chaplain, and Miss Pearl Adkins, Social Worker, who is the Co-ordinator. The team meets every week.

Mrs. Helen Gardner, cottage parent was enthusiastic about the project, "It's exactly what we've been doing all the time," she said. "Everybody in Pollock A has been working in a training program for five or six years only now we have simplified the steps to reach the goal. Mrs. Hodgkins showed us how to break it down and how to work in groups. We see how each department fits in. Lots of people are doing different things and all with a common goal for the resident."

Mrs. Herring agreed, "Now we've been brought ogether under one head. Everybody is working or the same goal. I like it. I think it's wonderul. I thoroughly enjoyed the three day workhop."

Mrs. Gardner continued, "Our children have had too much done for them. They've got to earn to do things for themselves. If we cottage parents teach them those routine things it will be easier for them when they go to the Satellite Program. Mrs. Sumrell in Physical Therapy is going o help us with those that have a hard time walkng."

In this goal planning program very specific goals are set and each goal is broken down into mall units. The methods to be used are also et down in the plan.

Mrs. Gardner explained, "The steps must be mall enough so that the child can reach the irst goal so that he won't be discouraged if the ultimate goal is not reached at once. My only omplaint is the amount of book work."

Mrs. Gardner said that years ago the training program had been started of necessity. "We had o do something. Most of our residents came rom the colony and we could hardly accept them ocially ourselves so we decided we'd have to do omething about it for we couldn't live with it." She is very happy that now the training is beng done systematically with help from all departments, and is in full agreement with the theory that learning takes place in small steps.

"I taught Dennis to make his bed. He kept putting on two sheets together. I couldn't get him to use one. Then I began to think about it. He always sleeps between two sheets so I let him sleep one night with no top sheet. He got the idea. Next day he made his bed properly."

Mrs. Gardner confessed that she had a personal reason for being very pleased with the summer project, "Miss Adkins has been working with a group of four boys in this building for years. She has worked wonders. The boys will miss her very much when she retires in August. I want them to have another program."

We might say that Mrs. Gardner's first goal is to try to replace Miss Adkins but her ultimate goal like that of the whole team is to help the Pollock A boys and men to maximize their potential. This method of goal planning is also being used in other buildings.

———o———

REPORT FROM REHAB.
Can We Help You?

Since I've been employed by Vocational Rehabilitation I've found my job to be very interesting. There seems to be never a dull moment. I enjoy my work.

I noticed that there are many people here in this area (Lenoir County) alone who have never even heard of Vocational Rehabilitation, and who need help but don't know where to look. Maybe through a little more advertising and even more articles such as this will inform more people to the point where they'll know what Vocational Rehabilitation is all about and converse intelligently with others about us.

Have you ever wondered what makes the V.R. process different from all other forms of counseling? The difference is our primary objective, which is the realistic and permanent vocational adjustment of the handicapped individual.

The fact is that when a handicapped individual finds himself unable to reach a status of independence he suffers a loss of personal dignity, prestige, and self-esteem both as a member of society and as a member of a family, and it is therefore the obligation of society to equalize, as best it can, the disabled person's opportunity to earn a living, with that possessed by the individual who is not disabled. This is our job here at V.R., and with the help of an understanding community, life on the whole could be a lot better for the handicapped.

Vocational Rehabilitation has been serving thousands of clients since 1921. We serve any person who has a substantial job handicap caused by a physical, mental or emotional condition and who has reasonable chance of becoming satisfactorily employed.

Can we help you or someone you know, if so call us.

Thought for the month: The only exercise some folks get is jumping to conclusions, running down a friend, side-stepping their responsibility and pushing their luck.

Keep Smiling!

V.R. Facility
Dolores Brown

COMMUNICATIVE THERAPIES DIVISION

Deaf-Blind Program

In January of this year, the Deaf-Blind Program became Caswell Center's newest Training and Education program. This federally sponsored program is designed to serve children who "have both visual and auditory impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot properly be accommodated in special education programs for the hearing handicapped child or for the visually handicapped child."

The Deaf-Blind Program at Caswell Center presently includes one teacher, Larry Nason, and one special training assistant, Cheryl Harper, who serve seven children.

The seven children participating in the program range in age from nine to fifteen. Training and educational goals vary with the developmental level of each child. Many deaf-blind children function developmentally within the early to late infancy stage and often exhibit only self-stimulatory and/or hyperactive and destructive behavior. In order to train these children, it is first necessary to bring about a change in their autistic, self-stimulatory existence. For this type of child, the program employs training on five developmentally progressive levels. The first is to raise the child's level of awareness. This is accomplished by stimulating all the senses. Activities on this level include rubbing the child with different textural materials, exposing the child to extreme odors, temperatures and tastes, using colored lights and amplified noise and applying restraints for short periods of time. These activities are followed as closely as possible by a second level of training. This level requires the child to make a response to the stimulation being received. The child may be taught to model or imitate movements of the teacher such as clapping hands, move co-actively or in unison with the teacher, make a specific motor response to a particular stimulation such as raising the arm slightly to indicate something warm being applied, or learn to make a consistent gesture or sign to indicate food. These motoric responses are the crude beginnings of language in the child and serve also to prepare him for future training, such as in the area of self-help, where the child must pair a correct response with a particular cue being given by the teacher.

The third level of training involves improving movement. Activities here include: rolling, rocking, bouncing, swinging and generally attempting to channel hyperactivity through specific movements of the limbs. The fourth level of training is improving manipulation of the environment. Social implications are also present at this stage. Activities include: reaching, grasping, holding, throwing, responding to social cues and developing a relationship to the teacher.

The fifth and final step of this initial training sequence involves developing and improving posture and locomotion. Activities include: lifting head while prone, sitting, crawling, standing, riding tricycle, walking and stair climbing.

The children who advance through this initial sequence, along with those children who enter the program with more advanced skills, receive training in self-help skills, total communications and more advance motor, perceptual, academic and social activities.

The immediate future for the Deaf-Blind Program at Caswell Center is bright. Plans are underway to add an additional training assistant and three additional deaf-blind children to the program in the coming year. Efforts are also underway to obtain hearing aids and other prosthetic devices for those deaf-blind children who can benefit from them. This first half year has shown that these multiply handicapped children can benefit greatly from a program designed to meet their specific needs. All those associated with the program are confident these children will continue to progress and mature through their continued participation in this program.

Larry Nason

WORDS FROM WOLFENSBERGER

"We have a very unfortunate tendency to believe all we need is more money, more professionals and more aides. We do not solve our problems with more buildings and more money. In the long run there are no technical solutions to problems." These thought-provoking words were spoken on the second day of the Eleventh Annual John W. Umstead Lectures by Wolf Wolfensberger, Professor, Division of Special Education and Rehabilitation, Syracuse University.

He said that our most significant frontier in Mental Retardation in the Seventies was to bring about effective Social Integration. The progress we had seen was good but it was not enough. Many people were not as yet convinced that social integration was needed. They said it was asking too much to normalize the retarded.

Wolfensberger himself believes the task is difficult. "There are no easy solutions. If you are not willing to face tough painful long-term solutions you ought to get out of the field," he stated.

He said that successful Normalization and Integrative services required the design, installation and maintenance of incrediably complex regional service systems coordinated by power. He saw no other solution than regional within state service systems.

He said that the only way to solve the problem was by reshaping societal attitudes towards devalued persons. The problems would disappear if the retarded, the aged and other rejected groups were no longer devalued. The big problem was our moral attitude towards weakened and devalued members of society. That was what was producing ghettos, institutions, concentration camps for the elderly etc.

The solution lay in changing the morals of our society. We as citizens must contribute towards the making of a moral society. We as professionals must play a moral role. We must be prepared to suffer.

"Immorality will blow techniques down. Laws, standards, court decisions can all be circumvented not only by evil people but by people whose professional ethics are not moral" he reminded us.

Challenging words! Challenging ideas! Are we going to take any action?

CONCERNING THE ANNEX

These letters from Mrs. Beatrice Pearce on the theme of her brother's moving to the Caswell Annex are published at the suggestion of our Director, Dr. Coello. It is hoped that they will be helpful to others whose relatives are going to the Annex. This sister shows family concern and responsibility for her retarded brother and having learned that he will have access to specific programs at the Caswell Annex that cannot be provided at Caswell, is convinced that the move is the best thing that could happen to him.

Parents will be glad to know that the members of the Commission for Mental Health Services feel that both the residents going and those remaining at Caswell will benefit from the change. The program in the Annex will be administered by Cherry Hospital but Caswell will be responsible for exercising quality control. Residents will be admitted and discharged through Caswell Center. About one hundred and fifty adults will live in the Caswell Annex in Goldsboro.

* * *

6259 Edge Ave.
Cornwells Heights, Pa. 19020
May 9, 1974

Carlos A. Coello, M.D.
Superintendent
Caswell Center
Kinston, N. C. 28501

Dear Dr. Coello:

Your letter of May 1st with reference to Clyde Adams and his move to the Caswell Annex, is very interesting and appreciated by this writer.

I realize that Caswell has been in serious need of more space, and this undoubtedly has been a handicap to both you and the patients. With reference to Clyde's involvement in training programs at his age and his physical condition, we both may find this difficult. Clyde's entire right side of his body was affected when he had infantile parallysis at 12 mos. of age. If you'll note his right eye is drawn from the parallysis, and I believe this does affect his eyesight. I have tried to get him to let me have glasses put on him, but he has always refused.

By giving you these facts, I hope it will help you in deciding a program for him.

It is very difficult for his sister to help very much, but I will do all in my power to cooperate with you, and anything I say to Clyde I hope is for his benefit and the Institution's.

Please accept my deepest thanks for your interest in my brother, which if he had had proper training in his younger years, there is no doubt but that he would have been a fine man and a credit to his community.

If in the future you need me, do not hesitate to contact, and I sincerely hope I'll be down soon, and have the pleasure of meeting you. Thank you for your past interest.

(signed) Beatrice Pearce

* * *

6259 Edge Ave.
Cornwells Hts. Pa. 19020
May 9, 1974

Dear Clyde:

I hope you had a nice Easter; and am sending you some money for your cokes. I hope this will keep you in plenty of cokes during the hot days. It's been real cool here. We have to keep the heat on every night. It was a very bad winter.

I will be sending you a new radio as soon as I can get down town to purchase one for your new room that you will soon have. Dr. Coello of Caswell, wrote me a nice letter about you, and wishes to locate you in new quarters where you will have your own private room with all your clothes and personal belongings in your own room. This will take you out of the very crowded quarters you are in and give you more freedom and a lot more privacy, with a nice trained nurse and a nice house parent. As you know, the school has turned the heating plant to Oil, and you will not have any coal to shovel; but they expect you to learn something new where you are going, and I think this is nice.

I am very proud of you and thanks to Dr. Coello for recommending you for such a nice place. This is to your good advantage and welfare. I hope you will like it, and will cooperate with me because I do not have the money to make any better quarters for you or myself, and I am sure this is better than I live in.

Keep your room nice and neat, and try to enjoy life like a human should. You will also have a nice cafeteria to eat in, and I'm sure you will have some good food. You will have the same privileges you have now and a Canteen to buy your cokes and candies in. If you need any extra money, you have it on deposit at the School and they will give you extra money for any personal need you have. I also talked to Mr. Gamble, Superintendent; he spoke nicely of you, and thinks you will be much happier in these new quarters.

Clyde, I hate to keep promising I'll be down to see you, which I will do; but I've been tied up with business, and my car is worn out. I either have to spend a lot of money fixing it, or buy a new one. As soon as I can do this, I will make a trip down some week end to see you. Neil's car won't make the trip either so we're in bad shape.

Clyde, please do me a favor; do your best to adjust yourself to your new quarters when they move you, and if possible learn something new that will not be so hard, for after all, you and I are getting up in years. Will contact you soon and try to get down and see you. Watch mails for your radio.

Love
(signed) Your Siss

———o———

FACTS AND FIGURES

As of June 30, 1974 the total population at Caswell stands at 1615 (887 males and 728 females) with an average daily population of 1512 (833 males and 679 females).

During the last quarter (April, May and June) there were 14 (9 males and 5 females) admitted. Ten (5 males and 5 females) were first admissions and 4 (4 males) were readmissions.

During the same quarter there were 23 (13 males and 10 females) discharged from placement.

There were 2 deaths (2 females).

Fifteen applications (10 males and 5 females) were received. Applications on waiting list as of June 30, 1974 — None.

HEAVEN FOR SEVEN

It is really very doubtful that the title is more than a slight exaggeration. For Jamie, Alton, Hervey, Marty, Rose, Nancy and Fanny the trip to Topsail Island was sheer bliss. It was fun for their escorts Mrs. Elizabeth Simmons, the teacher in charge of the academic school program for deaf students, her aide Mrs. Carolyn Somers, the ladies' husbands, Mrs. Simmon's six year old son, and Dwight Eastwood, social worker too. The group spent the weekend of June 14th through 16th in two beach cabins—ladies in one, gentlemen in the other with appropriate chaperones—donated by Dr. Robert W. Williams. The ESEA van was the magic carpet that took the residents from the routine of campus to adventure by the ocean.

Until recently there were no special programs for the deaf at Caswell. Since last fall Mrs. Simmons has taught two classes in the Academic School. The fortunate seven are the members of her morning class. Rose, Marty, and Alton are fifteen, Jamie is nineteen, Nancy is twenty, Fanny is twenty five, and Hervey is thirty two. In Mrs. Simmon's classroom sign language, lip reading, auditory and speech training are used as means of communication. The class meets for three hours each morning and then the students go back to the world of the hearing. One of the goals of the excursion was to let the deaf students have an extended period in which to communicate with each other. Another was to reinforce what had been taught in the classroom in the areas of geography and science. At the beach they discussed the weather. They thought about the fact that the ocean stretches between America and another continent. Yet another goal was to encourage independence. They did such things as manage their money, take care of their clothing, decide when they wanted to go to bed and make their own sandwiches. They had the chance to walk and feed Mrs. Somer's dog. The weekend was a normalizing experience. The deaf residents had a taste of what it is like to live in the big real world.

Preparations were made in class before the outing. The residents had training in grocery shopping and money management. Just before leaving Kinston they went to Winn Dixie and bought and paid for specfc tems. The menu had been decided on and the residents were told what to buy. People stared at them in the store but because they had dicussed this in class they were not upset when it happened. They could take it. In fact they found it quite amusing. Experiences like this will make it easier for them when they venture into the community to live for they will be less sensitive.

Other practical experiences will help them too. They had to help prepare the food. The staff members found out that the male residents knew nothing about this, not having had the advantage the girls have of being in Home Economics classes. Mrs. Simmons was amazed to discover that the residents did not know how to manipulate faucets to get a shower at the desired temperature. At Caswell the temperature is regulated lest somebody be scalded. Mr. Eastwood was rather surprised to see that everybody stayed up very late the first night because nobody wanted to be the one to make the first move. On the second night it was different. They were learning to be independent. They did not always act as a group. Some went collecting shells on the beach while others went off people-watching in the opposite direction and others stayed in the cabin. All were escorted.

They ate family style and at first did not know how to pass the food. At Caswell food is put on trays. They discovered dishes have to be washed. But they made pleasant discoveries too. They went to eat in a seafood restaurant where they ordered from the menu in sign language which Mrs. Simmons interpreted to the waitress. Jamie was quite excited when he was able to summon the waitress, saying "coffee" in sign language, point to his cup and get coffee. Several others began to ask for more rolls and butter in the same fashion. It gave them a feeling of accomplishment to be able to communicate with the hearing world as other deaf people who don't live in institutions do. Six of the residents went through the salad bar. Another new experience! Alton had found a crab on the beach and seen shrimp being used as bait so he ordered crab and shrimp to experience them in another way.

On the way back to Caswell the group visited stables and saw some horses. They stopped at a Hamburger place in Richlands and ordered pepsis, iced tea, vanilla ice cream, chocolate ice cream and chocolate milk in sign language. While at the beach they visited an ice cream parlor and ordered such things as sundaes by pointing to pictures.

Each resident was given two dollars pocket money to spend as he or she choose and almost all of them choose to buy sun glasses.

The entire weekend was spent using sign language and lip reading as the only means of communication. The residents communicated with each other and the staff totally in sign language. The staff spoke and the residents used lip reading. There were no problems. One problem at Caswell is that when they leave their classroom they disperse into places where speech is the means of communication. It would be good if we had a unit for the deaf. Fanny has been in Mrs. Simmon's class for less than three months. At the weekend she picked up a phenomenal amount of sign language just by being in the environment of total communication by that means. Hervey is very dependent in class. He will not proceed from A to B till told to write B. It took him twenty minutes to make his own sandwiches but he made them. It was a weekend of growth for all.

It was like the heaven described in the New Testament in that there was work to do. In the evening there was discussion and a limited amount of reading and writing about things they had seen. Words like sand, beach, fishing pier snake and alligator (seen in stuffed state) were added to the class's vocabulary.

The whole weekend was a fine example of learning by doing. It was education: it was adventure: it was fun: it was heaven for the fortunate seven.

ANOTHER TIME

(A report on Dr. Hardy's Speech, "WHAT IT COSTS?")

On December 8th, 1910, Dr. Ira Hardy read a paper before the Seaboard Medical Society at Kinston. In it he advocated the establishment of a Training School for the care of feebleminded children pointing out that the State was thirty five years behind the times as a provision for this had been made in the State Constitution, Article 11, Section 9 in 1875.

Some of the ideas expressed by Dr. Hardy sound very old-fashioned of course but some are strangely modern. The name Training School shows that the aim was training not merely custody. Dr. Hardy said that in the school the children could be trained, "to do such work as will at least serve to keep them employed, if not to a large degree self-sustaining."

The children were to be educated and made happy.

"The Training School would offer, light, happiness and opportunity for what little expression they might have. There they would be trained to suit the child's ability. Entertainment would be provided as would be in keeping with the child's understanding. He would have employment to keep him contented."

Reinforcement was to be provided. "The child should be rewarded to arouse his ambitions."

Education and research were stressed. "The Institution I propose would be the lowest step in our great system of public education and would serve as a laboratory in which many great problems might be studied. Following the same path as the normal child, only more slowly and under the eye of the scientist, facts in psychology may be developed. Questions of fatigue, concentration and judgment, as well as questions of method and curriculum, which are so vital in the successful conduct of the normal child's education may be answered here.

Dr. Hardy was very interested in prevention. He wanted to see a National Department of Public Health established.

When we come to the description of the characteristics of the feebleminded Dr. Hardy's ideas seem both ancient and modern. The term feebleminded is of course no longer used but whether it is more degrading or less accurate than mentally retarded is open to question. Dr. Hardy recognized that there is little difference between high-grade feebleminded children and the normal children in schools but he was of the opinion at that time that fashionable

Here is part of his description of the retarded. "The instinct of hunger is often over developed leading to gormandizing; self-preservation is often lacking: they see no danger: apparent bravery is present because egotism overrides fear. The sexual instincts, while no stronger than normal, yet because not under the control of the will, lead to excess and perversions. Pleasure and pain affect them but little: jealousy and real courage are lacking; duty and obedience, veracity and shame appear only as intelligence advances. Affection is very strong, and the loving solicitude of many of these boys and girls who have grown to be large and strong is very touching." With how much of this do we agree?

What about rights of which we hear so much at present? They were not neglected.

"Every child comes into this world not of his own accord but as an involuntary comer. Civilization, therefore, owes to it, and is unworthy of the name of civilization, unless it gives to it, the chance to be the very best man or woman it can under the circumstances, no matter what degree of intellect it may develop." Is not this what we mean when we talk about maximizing each resident's potential?

There is one right that Dr. Hardy would deny the retarded. "Everything that will be of benefit to him should be given him, save only the right to beget those like unto him."

Like others at that time Dr. Hardy was convinced that the retarded people were the main source of all social ills and the producers of an endless supply of children like themselves. Here was the idea of the menace of mental retardation.

"Brethren you see them. They are found in every community. They are not as are the insane considered dangerous to life, nor as criminals, dangerous to property, but they are looked upon as harmless and inoffensive creatures. As a matter of fact the danger from them is greater, because often unnoticed. As these children grow up, the sexual instinct uncontrolled by will or reason, they become parents in or out of wedlock, and their children are almost certain to be mentally defective; this is to say they are feebleminded, idiotic, insane epileptics, blind, deaf, dumb and sexually perverted. Any one of these defects may bring on another. In the absence of judgment and knowledge, these children are often misled and transgress the law. There is, therefore, danger of destruction to property, and even life. The cost of trials and imprisonment, the inability to support themselves as they grow up, naturally makes them tramps and paupers, to be supported in the most expensive way by the communities in which they live."

We no longer believe that all the evils of society can be ascribed to the retarded. Nor do we take such a simple view of heredity.

Dr. Hardy did allow that normal people can produce retarded children. His view would certainly make such parents feel guilty.

"Normal minded people by having diseased bodies may have children that may be deaf, dumb, blind, imbecile, or even idiots." To prevent this Dr. Hardy wanted to set up a Board of Physicians in each county to examine all applicants comtemplating marriage and to grant licenses only to those found to be physically able.

"Doctors, I could not find words, were I to try, to impress upon you as family physicians, the necessity for consulting with the fathers of virtuous maidens, pointing out to them the importance of not allowing Tom, Dick, and Harry to marry their daughters, without a full account of themselves as to character, sobriety, cleanliness, and health."

Dr. Hardy's talk was entitled "What it costs?" and one of his arguments was that the Institution he proposed would be the least expensive method of coping with the problem of mental retardation and the menace thereof. He pointed out that North Carolina's pro rata part of the One Billion, Two Hundred and Seventy Seven Million, Five Hundred Thousand spent annually in the United States Army was Twenty-Eight Million Three Hundred and Ninety Thousand Dollars which was more than was spent for all schools and churches within the borders of the State. The position with regard to spending more on arms than on social services is still the same. Dr. Hardy was never to know that when other institutions were established his would have the least funds.

An appeal was made to State pride which because of the changes brought by history sounds strange today. "Look at little New Jersey, only one crop a year can be raised, and see what she is doing to take care of nearly six hundred of its feebleminded, and two hundred from other states for nominal sums. One-fifth the size of North Carolina in area and resources. Then why cannot we take care of our feebleminded and have an institution as good as a state one fifth our size?"

The peroration was impressive. "Thank God Old North Carolina is a great State; has as good people as the sun ever shone upon, good climate, good soil, good water, good crops, good countries and good towns. It possesses good possibilities so great that it is not possible to conceive of what great things have ever been considered in the Old North State. To me the greatest of these is the establishment of a Home Training School for the care of the feebleminded.

Times change. We no longer believe that institutions are the best place for the retarded but there are great things still to be done.

"For these innocent helpless creatures the world offers nothing but rebuff and discouragement. It's ridicule is to them little less than torture." The retarded are still held in low esteem. We could work on the arduous task of changing public opinion. We could begin now for there remain possibilities so great that it is not possible to conceive of what great things have ever been considered in the Old North State.

———o———

BOUQUETS TO

Mrs. Dorothy Canady and the other trainers in Byrum 1 who are working on a goal planning project with twenty male colony residents aged 25 to 68 and have had the satisfaction of saying "We know they can do things. We've proved it."

Ellen Barrow, Odell Bryant, Cindy Carraway, Patricia Coello, Teresa Dail and Jackie Murphy, six high school students who came to work as volunteers at Caswell for two weeks in a plan organized by the Lenoir-Greene-Jones County Medical Auxiliary Committee in Health Careers. They worked in the Medical Laboratory, In X-ray, in dental hygiene, and in psychology. Their enthusiasm was refreshing. We hope some of them will decide on careers in mental retardation.

The thirty two residents who competed very successfully in the State Special Olympics in Raleigh in May and the workers in Recreation and Cottage Life who organized the trip.

All the Foster Grandparents. Said one nurse in Lee, "They have so much patience. They are a great help at feeding time." Another said, "I wouldn't take anything for our foster grandparents." A new cottage parent taking part in Orientation said, "These colony children even look different when they are with their foster grandparents. They come alive."

Mesdames W. Broadwell, D. Jones, G. Gray from Kinston and Mesdames C. Mooney, C Cahoon and R. Rice from New Bern who with Mrs. Vickie Howell, Volunteer Services Coordinator, represented Caswell at the Annual Awards Day for volunteers on May 15. David Flaherty, secretary of Department of Human Resources, said that every volunteer deserved a plaque and we at Caswell agree.

Mrs. Rebeccas Selinger who went shopping with Marshall in April and then took her to her home for lunch. Marshall is sponsored by the ladies of Temple Israel, Kinston who paid for the clothes which Marshall selected.

Mrs. Betty Langston, Chairman of the Lenoir County Chapter of the March of Dimes who gave us a youth wheelchair. The girl to whom this chair had been given had outgrown it.

Mrs. Nora Edwards who made a decorated cake for Lizzie's seventy first birthday. She has been making cakes for Lizzie's birthday for several years.

———o———

DO YOU KNOW THAT-

On May 9 and 10 an important meeting was held in this state at Sugar Loaf Mountain to plan strategies for a Five Year Plan for Regional Mental Retardation Centers. Dr. Coello and Mrs. Kurzer represented Caswell. The possible future role of Mental Retardation Centers was discussed. It was decided that regional mental retardation centers will offer residential services only to the severly retarded handicapped persons for whom there are no services in the community and for whom services can be provided at institutions. Ideally each institution should have a population of no larger than 500.

Each admission should be considered short-term and goal specific.

Some citizens in North Carolina do not want to accept retarded citizens as neighbors. When an attempt was made to open a home for nine mentally retarded women in Cary the residents objected on the following three grounds: Property devaluation, a suspicion that the woman might attract men of unsavory character into the neighborhood and fear that the local dogs might bite the women. Why did they have to project their hostility on to the dogs? In Southern Pines eighteen residents in an affluent district reacted in the same way to another devalued group when they persuaded the town council to order the eviction of youngsters in a treatment center for emotionally disturbed children on the grounds of zoning ordinance violation.

Open Facility was on May 8. It was called Open Facility because we had no special program Visitors had a choice to see a working day a Caswell.

Miss Mary Ruth Divine, mental retardation specialist from the Eastern Regional office visited Caswell on Wednesday 17 April to explain the working of Planning and Budgeting System PBS, the new way of writing budgets in the Department of Human Resources. She stressed tha the important thing was to explain our need because only at the local level were these really understood and in PBS we had a way of making them known to the legislators.

North Carolina State Library
Raleigh

2
9/4

N. C
Doc.

The
CASWELL NEWS

"CASWELL CANNOT TAKE THE PLACE OF FAMILY RESPONSIBILITY, LOVE AND MORAL SUPPORT"

Human Dignity

Shattered glass,
Image fragmented,
Mirror mystifying,
Human dignity,
God's image intended,
Lost in this process.
Only the image.
The great Giver gives
This grace to his people
It is not dependent on
The different gift of reason.
This is the lesson
We must teach others
Till all recognize
Their brother's dignity.

Oct., 1974

Volume XXXIX

Number 4

The Caswell News

Volume XXXIX - No. 4 - KINSTON, NORTH CAROLINA, OCT., 1974 $1.00 Per Year

Published quarterly for the benefit of Caswell Center and for the information of the citizens of North Carolina.

Director .... Carlos Coello, M.D.
Editor .... Jean I. C. Tabory
Circulating Manager .... Vickie Howell
Treasurer .... Evelyn Carlisle

FACTS AND FIGURES

As of September 30, 1974 the total population at Caswell stands at 1590 (878 males and 712 females) with an average daily population of 1454.

During the last quarter (July, August and September) there were 20 admitted (11 males and 9 females.) Twelve were first admissions (7 males and 5 females) and eight were readmissions (4 males and 4 females).

During the same quarter there were six discharges (3 males and 3 females).

There were six deaths (4 males and 2 females).

Fifteen applications were received (7 males and 8 females). Applications on waiting list as of September 30—none.

———o———

APOLOGY

This Caswell News is late. Blame reorganization. We are all blaming reorganization for everything.

Nobody can deny that we are in a state of seeming confusion. Some might even say apparent chaos. We are on the move laden with resident's clothes, stuffed animals, pictures, small items of office furniture, etc., carried in wheelchairs, the campus train, or human arms.

We have decentralized. We have gone to the division system and this has involved many changes. As we all know change is upsetting. We tend to think of the words from the hymn "Change and decay" but it would be more helpful to agree with somebody who recently said there comes a time when we must change **or** decay.

Our goal in reorganizing is to provide better service for our residents. When we remember this we are able to bear the confusion. Of course, we are all hoping that things will soon settle down.

WORKSHOP

"What I am telling you is, you have a challenge and we trust you absolutely to accomplish the challenge," said Dr. Carlos Coello, Director, Caswell Center, at the Staff Orientation Program for those who will work in the Caswell Annex at Goldsboro. Most of those who attended the workshop which was organized by the Inservice Training Department and held at Caswell on July 15 and 16 were Cherry Hospital employees who will be transferring to the Annex but a few were Caswell employees who have asked to be transferred. Forty-one attended.

An attempt was made to teach something about mental retardation in general and how it differs from mental illness. It was pointed out that the normalization principle is being stressed. The idea is to teach retarded people to live lives as like those of normal people as possible so that they will be accepted in the community. Jean Tabory, psychologist spoke about these things.

Judith Kurzer, Assistant Director for Programs, recommended a book "The Cloak of Competence" in which the author pointed out how hard some retarded people in California had struggled to be like the rest of us when they returned to the community after years in an institution. To the Annex workers she said, "By your interaction you can help them to conceal the part of themselves they want to hide."

A panel of cottage parents moderated by Guy Johnson, Director of Cottage Life, talked about practical problems and solutions. They stressed patience and the need to win the residents' respect. On the panel were Ray Bland, Alise Jones, Jimmy Grady, Smithie Abbott, Brenda Langley, and Mildred Williams.

The group spent an afternoon and a morning in observation in the units.

On the second afternoon there was group discussion. Judith Kurzer, Robert Moody, Director of Special Training and Education, and Linda Loomis, social worker were the leaders.

At the close of the workshop Judith Kurzer summed up what had been said. She observed that social integration which Jean Tabory had said was the challenge of the seventies in mental retardation was a difficult concept but we had come a long way. In the past our mandate had been, "to remove mentally retarded people from the community and to provide them with safe keeping for the rest of their lives." That was the law.

Things are very different nowadays. Perhaps we will achieve social integration if we have enough patience and enthusiasm.

Mrs. Kurzer said she had been impressed by the enthusiasm and interest of those who had attended the workshop.

CAMPS IN '74

Most of us agree that variety is the spice of life. For a long time such Caswell residents as did not have parents or friends to take them on vacation lived lives much lacking in variety. It was impossible for them to leave the institution for even one night as the months and years rolled on.

Several years ago things changed. Camps for the mentally retarded were set up. Everybody believed that the Caswell residents would benefit from camping, but camping costs money. The Social Service Department, which was then directed by Miss Pearl Adkins, worked with the Volunteer Services Department to set up a camp fund. Money was and is donated. Now ESEA funds can be used to pay for children who go to camp, but for most of those over eighteen years old the camp fund is still needed.

This year 31 Caswell residents went to Camp Don Lee, which is a church sponsored camp.

A group of adults went to Camp Chestnut Ridge. The most exciting event there was the arrival of Indians by boat, the Indians being staff in disguise. Easter in the Pines is a camp for non-ambulatory people. We were very happy that four of our residents were able to go there for the non-ambulatory tend to live very confined lives at Caswell, there being a shortage of wheel chair pushers. Two of our campers were paid for by the camp fund and two were paid for by Easter seals.

Camp Mitchell is the biggest camp for Caswell. One hundred and twelve of our residents went there on Monday, August 26, 1974. The Recreation Division coordinated transport. Caswell leases this 4H Camp for five days. Most of the workers are Caswell staff.

The residents love to look at the water, play in it and sit on the pier crabbing. It's never too late for camp. Pearl and Alice, our oldest campers, are in their seventies.

Mrs. Gertrude Waters, social worker, who coordinates camp planning is most enthusiastic. "The residents are different people at camp," she says. "They are relaxed, at ease, contented. They eat different food and enjoy eating family style and having extra helpings of what they fancy. They have the chance to make something to bring back. They are proud of that." The chief criterion for selection is still lack of opportunity to leave the campus for a vacation. 'Camp is for those for whom there is nothing else. This is their chance to get away from Caswell," explains Mrs. Waters. We are all grateful to those who make it possible for residents to go to camp.

The following two letters were written after the residents returned from Camp Mitchell.

September 9, 1974

Mr. Fred H. Wagoner
Office of 4H
North Carolina State University
Box 5157
Raleigh, North Carolina 27607

Dear Mr. Wagoner:

Once again the staff and residents have asked me to write and thank you for a grand camping experience. You even arranged this time for very little rain!

We are well aware of how much hard work and thought were involved in making those five days possible for over one hundred residents, considered generally to be severely retarded. There is just no way that we can tell Mrs. Wagoner what her personal sacrifice meant to our folks, but perhaps knowing that they are still exclaiming over that good food (and so much of it) will help.

I wish that the young people there who so generously opened their hearts to our residents, could have seen them rushing off the bus upon returning, to tell everyone in sight what a glorious time they had at Camp Mitchell. I especially wished the staff who sustained sore thumbs from nailing millions of nails in the handicraft program could have seen residents proudly displaying the string art that "they made" that week! I just hope you can share this with them since I can't write to each individually.

None of this would have been possible without you and our cottage parents say you couldn't have worked more beautifully with them.

Thank you again and do come to see us when you can!

Sincerely,
(Mrs.) Gertrude B. Waters
Social Worker and Camp Coordinator

* * *

September 16, 1974

Mrs. Gertrude Waters
Social Worker and Camp Coordinator
The Caswell Center
Kinston, N. C. 28501

Dear Gertrude:

I want to thank you for the very thoughtful letter which you sent expressing appreciation for the Mitchell 4-H Camp Staffs' work in helping conduct a camping program for residents of The Caswell Center.

I was extremely pleased with your week at camp and with the opportunity we had in assisting in the enrichment of the lives of the participants. As you know, all the staff that week was a new group who had not been working at that camp during the summer but who were most anxious to work with your residents. Some of them had worked in other camp programs during the summer and others only had previous experiences of serving as volunteers in 4-H. They were most appreciative of the opportunity of working with your fine staff and with the residents and I feel that it was a very enriching experience for them.

I do want to express my appreciation to you for providing this opportunity for us to assist in programs and in providing the leadership of working with your residents at camp. There is no question but that all the cottage parents, cooks, nurse and others of you who were involved gave tremendously of time and talents in helping make this camping experience so meaningful for the residents.

I am making a copy of your letter to share with each of the resident camp staff members who were there assisting with the program. I am sure they will cherish your thoughtful comments.

I hope it is possible for us to work with you in similar programs in the future.

Sincerely,
Fred H. Wagoner
4-H Specialist

THE JOYS OF BEING IN CARTWRIGHT

Would you rather be beside a tropical lagoon, on a snow-capped mountain, or in a mansion on a lakeside? Dreaming is fun. When one saw the three murals on the walls of the renovated Cartwright building to which the residents of Johnson 4 were transferred on Wednesday, September 4, 1974 one wondered if they helped the women to escape from Caswell into pleasant fantasies.

A few questions revealed that the women were concerned with very practical things.

"We have our own wardrobes. Look how I've arranged my clothes," enthused Elizabeth. "And we can choose our own clothes every morning," added Linda.

"Guess what?" laughed Donna. "We eat from regular plates just like the plates I eat from at home, not the tin trays we had in the colonies. Yesterday when I saw the plates I thought they were giving them to us because it was our first day but we had them today too."

"And we have salt and pepper and sugar too," said Linda.

"And bottles of milk. We pour the milk from the bottle to our glass," chipped in Elizabeth.

"Look at the mirrors and drawers. I have my cosmetics in a drawer," said Donna. When it was pointed out that there were only eight drawers and over forty residents, Donna explained that some of the more able women had taken possession of them.

The women in Cartwright appreciate their new residence which is much more homelike than their former residence. The large dormitory is divided into small sections by means of the individual wardrobes. Most of the women are physically handicapped or enfeebled by age so meals are brought to the dining room where they sit at tables for four. This will make it much easier to teach table manners.

Cartwright is a much better environment for training in normal living than was Johnson 4 but it is only in the community that a normal life can be lived.

Dreaming is fun and a necessary part of planning. We are dreaming of a day when large institutions for the handicapped will no longer be necessary and working towards that end by training groups of retarded adults and children in the skills needed for community living.

———o———

THOUGHTS ON WORSHIP

"God our Father, loves everyone," lustily if not tunefully they sang. Some sat in pews and some in wheelchairs. Ralph lay in a hospital bed which had been wheeled into the Chapel. He was neatly dressed in street clothes so that one clearly saw how twisted his body was but he was smiling. It was a joy to him to be part of the Caswell Congregation.

Every Sunday Norman Polk, Chaplain, has the services at Caswell. Here God is worshipped as he is in other services in prayer, song, and sermon. High in the chancel sits a choir. Soloists make up in zeal for what they lack in musical ability.

Ellen sings "I'll meet you in Hallelujah square." The song has several verses and she has memorized them perfectly. Again and again comes the refrain, "In Hallelujah square." Why square? Usually we talk of streets. But, of course, we don't really know what it will be like in heaven. Here we and retarded people are equal—equally ignorant, equally in need of help from outside ourselves.

The chapel services meet a great need but some authorities in mental retardation object very much to religious services in institutions. Why? Not because they think the residents do not need religion, but because they think that they ought to attend services in the community. This is the normal thing to do. Moreover it would give the public a chance to meet the retarded, to get to know them, and to understand them.

This idea of giving people an opportunity to meet their retarded fellow citizens was in the mind of Mrs. Lillie Hill, Supervisor, in Hardison Hall when she arranged for the ladies in her Sunday School class to invite all the residents in that building to supper. About fifty adult residents ate supper in Bethel Free Will Baptist Church on Sunday, August 11, 1974, and then attended the evening service. They talked about their experience all week.

How can retarded children and adults learn that God, our Father, loves everyone unless they meet many people who show something of that love?

———o———

NEWS FROM REHABILITATION

"Food For Thought"

At this time, I would like to share with you some of the ideas I've learned to keep in mind since becoming a V.R. counselor. Perhaps these thoughts have always been a part of you.

Did you ever stop to think that maybe: "We are not what we think we are, or what you think we are but we are what we think you think we are." Now apply this idea to the people you work with, especially if you work with the handicapped or disabled people. Can you imagine what they must think we think they are? What are your opinions about the handicapped and the disabled?

All people are human beings and I feel they must be treated as such.

There has been a grave attempt by psychologists to understand and explain how thoughts, feelings, and behavior of individuals are influenced by the actual, imagined or implied presence of other human beings.

The phenomonological process presents the thought that we are what we are because of the way we have been treated. We have different acts from the same person probably because of the way different people approach that person.

Another idea is that everyone must have a "significant other." Someone we can imitate, love and live for. Can you be that "significant other" in somebody's life?

There are different kinds of people with different problems and we at V.R. try to treat our people as such. We have to work with the whole person projecting not those things he can't do although we realize them. Although we realize the things he can't do, we try to help him to reach his maximum potential.

These are just points I wanted to share with you, not any answers to questions, but just food for thought.

Delores Brown
V.R. Counselor

CERTIFICATE OF MERIT AWARDED TO MR. TURNAGE

Mr. Jimmy Gene Turnage brought honor to Caswell Center on September 23, 1974 when, in the presence of the Advisory Committee, his Cottage Life Supervisors, Mr. Ivey Stroud and Mesdames Doris Barwick and Ida Smith, his fellow worker, Mr. Arthur Robinson, his instructor, Mrs. Iris Jackson, R.N., Mrs. Betsy Vick, Executive Secretary of Lenoir County Chapter of the American Red Cross, and his wife, he was presented with a Certificate of Merit from the American Red Cross for an outstanding act of ability and courage in the community. Mr. Leroy Batts, Director of Staff Development, introduced The Honorable Harold Hardison, Senator, distinguished citizen, civic leader and member of the Board of Directors of the Lenoir County Chapter of the American Red Cross, who made the presentation.

Mr. Hardison said he enjoyed everything he did, but he especially enjoyed such an occasion. He said, "You just want to thank God we've got people like Gene Turnage." He reminded the audience that on May 9, 1974 Mr. Turnage, while visiting his wife in Lenoir Memorial Hospital, had helped to save the life of Mrs. Pearlie Rogers who had collapsed in the lobby. With great presence of mind, Mr. Turnage began mouth to mouth resuscitation as he had been taught to do in Mrs. Jackson's first aid class. When Mrs. Rogers was taken to the emergency room, the doctors said that Mr. Turnage and a nurse, who also helped the patient, had started the procedure that saved her life.

"A thing like that isn't planned. It comes by doing what comes naturally. Gene Turnage didn't stop to think what he could do because he was trained to meet such an emergency," said Mr. Hardison.

This is the fourth Certificate of Merit that has been awarded in this County. It is a rare honor to win such a certificate and we are all proud of Mr. Turnage and, like him, grateful to the people in the In-Service Training Department, who made it possible for him to show such practical compassion to another human being in distress and to render such service in the community.

IMPORTANT BANQUET

Whom do they delight to honor? The answer to that question tells us much about a society. This country has of late been much criticized for its neglect of its older citizens. We can be proud that in Lenoir and Greene Counties there was what Mr. Noel Suggs, Coordinator of the Foster Grandparent Program at Caswell Center, described as "a tremendous outpouring of community effort, a great involvement of many volunteers who gave their time very graciously" in the banquet organized by the Policy Advisory Committee and Volunteers to honor the seventy-eight (78) foster grandparents who work at Caswell.

The banquet was held at Kings on Friday, September 20, 1974. About two-hundred and seventy (270) people attended. The principal speaker was Mr. Paul R. Jones, Director, Action, the voluntary service agency, Region IV, Atlanta, who was introduced by Mr. C. M. Ward, Chairman, Greene Lamp Board. Action is the federal organization for volunteer services. Mr. Jack Hankins was the Master of Ceremonies. Mr. Ireland Upchurch, Chairman Greene Lamp Policy Advisory Committee, said words of welcome. Mr. Guy Johnson made comments from Caswell. Mrs. Kaye Taylor of Wilmington, whose son has a foster grandparent, told what the program meant to parents. Reverend B. Eugene Taylor gave the invocation.

The foster grandparents have earned honor. They have shown us here very clearly that retired people can be useful, helpful, productive and utterly delightful. They have helped our normalization program for it is normal for children to receive individual attention which is not easily obtained in a large institution. Day by day the grandparents bring joy and meaning into the lives of some fortunate Caswell residents. Many of them confess that the residents have brought joy and meaning into their lives. The program is beneficial to all involved in it. The secret of its success is love.

DID YOU KNOW THAT?

1. The Nebraska Association for Retarded Citizens has instigated a lawsuit against Beatrice State Home, a traditional state institution for the mentally retarded. Bruce Mason, an Omaha lawyer making final preparations for the litigation states, "At the heart of the suit is the charge that mentally retarded citizens cannot receive equal protection in the State school system for mentally retarded persons. The system includes 'inferior' care at Beatrice and 'superior' care in community facilities such as those offered by the Eastern Nebraska Community Office of Retardation. At the Beatrice Home I believe the patients are not getting the proper treatment."

   According to the Greater Omaha Association for Retarded Citizens newspaper, this case, if successful will be the impetus for other States and communities to set up facilities for handicapped individuals within their local communities and will discourage States from providing the typical type of care in the "traditional segregated institution."

2. At a conference in Tallahassee, Florida, in June a task force of nationally recognized authorities developed new guidelines for the use of behavior modification in disciplining and trainng the behavior of retarded citizens. Behavior modification is a term used for a system of procedures coming out of experimental psychology that have proved extremely effective in some cases in changing behavior.

   As a result of growing criticism over behavior modification practices, it was thought that universally acceptable guidelines were needed.

3. The portrait of a retarded child grasping the hand of an adult will now join the distinguished list of U.S. postage stamps which have been issued to promote an idea rather than mark an event or honor a person and the idea, as written in the legend beneath the portrait is, "Retarded children can be helped."

"OUR LOSS"

As trees in autumn lose leaves Caswell gradually loses faithful workers and as each leaf takes beauty from the tree each employee takes something away from the institution. Like the leaves those who retire are numerous and for that reason unfortunately they cannot all be named in this magazine, but two must be talked of now for without their help the Caswell News could not have been printed.

Miss Pearl Adkins who retired at the end of August was Editor from April 1955 till July 1970. And Associate Editor from 1970 till her retirement. Mrs. Mary Ellen Collins who resigned at the beginning of August after twenty-four years of service at Caswell typed the material from 1950 till 1955 when Miss Elizabeth Brown was Editor and again from 1970 till 1974. Very likely Mrs. Collins is the best reader of handwriting in the world. Few indeed were the words she was unable to decipher and when her gentle requests to have the material handed to her before the deadline for sending it off were ignored repeatedly, she typed swiftly without complaining. She also did the research for "Facts and Figures" a feature begun by Miss Adkins.

Miss Adkins made one great change of policy when she became Editor. She no longer used syndicated material. She thought that enough was happening at Caswell to fill the pages of the magazine.

Miss Adkins made things happen at Caswell. She came here from her native Connecticut twenty-two years ago to establish the Social Service Department which for a long time was a small but very active department. Among other tasks the social workers helped parents to understand the needs of their retarded child and explained to workers in community agencies what Caswell had to offer. This was pioneering work in the fifties. Mental retardation was not a fashionable field of study then. Miss Adkins organized workshops for community workers. She helped in the organization of the Association of Retarded Children in this State so that parents could be helped. Long before there was any talk of the team concept, Miss Adkins realized the necessity of working with other departments for the benefit of the residents. Everybody who worked with her liked her. It takes a very special kind of Yankee to win so many friends in the South.

When Melvin Kurzer became Director of the Social Service Department, Miss Adkins had more time to devote to working directly with the residents. She spent time and energy in preparing for her groups and the men and women in them loved her. She seemed to have a special place in her heart for the men in Pollock-A and was very happy to be able to coordinate the activity based on goal planning there during the past summer. She liked to keep abreast of new developments.

Perhaps the residents appreciated the sprightliness and youthful bearing which some of who are jogging along behind her tend to envy. Some of her fellow workers gave her an LAR shower when she left. The title "A Launching into Active Retirement" seemed appropriate for we knew that for Pearl Adkins retirement is a beginning, not an end.

For Mrs. Collins, too, leaving Caswell has been a beginning. She now has more time to devote to her daughter, her husband, her relatives, and everybody she encounters who needs any kind of help. Helping is her favorite pastime. She found time for that even when working at Caswell as we all do for the activities we really enjoy.

Mary Ellen Tucker came to Caswell straight from Grainger High School in 1950 to work as a secretary in the Psychology Department and remained there as psychologists came and went until 1974. When she became Mrs. Collins her friends still called her Tuck. In addition to her work in the psychology department, she always did the secretarial work for the Chaplain and for a time for the Volunteer Services Department also. She also did some work in the Records Office. All was done cheerfully for Tuck is one who always goes the second mile.

Typing, answering telephone calls, filing, keeping up with appointments—all the usual office activities were only part of what she did. Her other activities were too numerous to mention but among them were illustrating reading books for the residents, providing creative ideas and finding, donating, and preparing material so that the Chaplain and Psychologist could help a group of women residents in handwork activities, helping to organize a bazaar to sell some of the handwork to buy a dining table and an easy chair for Johnson-4, awarding a resident with colored stars for regular attendance at reading lessons, and making friends with residents. She had a magic touch with drawers that would not budge for psychologists. Her smiling composure convinced one that no situation was desperate. If this praise seems fulsome, blame the writer's style. When it comes to describing Tuck Collins words fail. Probably all who really know her agree with the writer's husband who sums the matter up in the sentence, "Mrs. Collins is an angel."

Pearl Adkins and Tuck Collins did much for the "Caswell News" over the years. Mrs. Mary Oliver worked with it for a while. She was a secretary in the Social Service Department for twenty years and helped to type material when Miss Adkins was Editor. Mrs. Oliver who retired at the end of August was a hard worker, always busy at her desk but never too busy to stop what she was doing to help people from other departments when they needed to know the answer to a question which could be answered only in the Social Service Department.

Is one being too pessimistic when in thinking of these women one misquotes Shakespeare somewhat to say, "We shall not see their like again?"

A RESIDENT LOOKS AT REORGANIZATION

This interview with Cora Coley took place in my office on August 21, 1974. Cora was reluctant at first to be interviewed but after being told how this information would be helpful for all the staff in Division A to understand her and Ruth and Bertha then she agreed to open up and talk freely. She and her two friends were very bitter when told they would be moving to Cartwright and would no longer have a private room. I told her to start at the beginning when she came to Caswell and tell what their life style has been through the years. I did explain to her that I would be sharing this information with people and it would probably be put in their master record with their permission. She said, "Well if it will help us as well as other people then it is okay with me." I told her I intended to let her read it after it was completed.

Cora Coley came to Caswell in 1930 at the age of eight from Mills Home Orphanage in Thomasville, North Carolina.

When asked the reason why she came she replied, "I was not doing too good in school. I could read and write but I had a lot of trouble with my arithmetic."

"Dr. McKeistan, who is dead now, said there was nothing wrong with me when I came. It was really some old welfare worker who wanted me here. She is probably dead now too."

Upon asking her if she knew what it meant to be mentally retarded she replied "Well that is what we all are out here, ain't we?—crazy I reckon. I tell myself I am crazy a lot of times."

Cora knew nothing of her mother who died in a fire when she was age three. The father visited some when she first moved to Caswell but he soon died with a heart attack. There has been very little contact with anyone else in the family.

Caswell has changed a lot since Cora first came. She remembers only three buildings standing at that time. Austin building had just been completed and this is the first place she lived.

She was placed in the school program right away. The teacher taught her reading, writing, and spelling. She was highly praised as a good student and a very good reader. She used to sneak Wee Wisdom books out of class to read to her new friend in Austin.

Ruth Zimmerman was living at Caswell about one year before Cora Lee came and took over the care of her. Ruth apparently has a very good mind but has a physically handicapped body drawn with cerebral palsy. Ruth has always been allowed to have a private room no matter what living unit she has moved to. Ruth can do nothing for herself. Cora Lee was young but she learned how to do everything for Ruth. It has always been very hard for the staff to communicate with Ruth but Cora Lee has always been able to understand her. She says that Ruth has taught her so much. Ruth told Cora how to decorate the private rooms they have lived in. Cora even made special dresser scarfs and curtains to put out at Christmas time. Ruth has always had the same furniture such as wardrobes, trunks and chest to store things in her own little room everywhere she moved. These things have become Ruth and Cora's private and most treasured possessions through the years. Ruth also had a radio, hot plate and cooking utensils. Besides caring for Ruth's personal needs everyday Cora made all of the clothing she wore by hand. Cora still does this. She said Ruth would give her the money to purchase three or four yards of material to make her dresses with. Many years ago when Ruth was not so feeble Cora said she would help her lay the material out on the bed and Ruth would tell her how to cut out the pieces. Ruth has always been a very proud woman. Her clothing and hair had to be just so and it was very important that Cora put on jewelry that matched her dress. This is still done every day. Cora Lee seems to care more that Ruth look nice and tends to neglect her own appearance.

Ruth has seemed to dominate Cora Lee all these years. For example when Cora is asked to go somewhere special her very first thought is "I cannot leave Ruth or I will have to ask Ruth if I can."

During the time Cora Lee and Ruth lived in McNairy building she said Ruth and Mrs. Whaley, a cottage parent, taught her how to cook. According to Cora, Ruth can tell her how to cook anything they want. She told me she had learned to cook chicken pastry, collards, cornbread, vegetables, banana pudding and candy. Cora Lee and Ruth enjoy making taffy. She said Ruth used to be able to help her pull the candy.

About 1951, the women in Cora Lee's living unit needed a retiring place because of their age. The girls' colony had just been completed so they all moved to Johnson 4.

Bertha Hatch was in the group that moved and she had always been a very smart working resident. She started popping into Cora and Ruth's room during the day. Cora said she never told Bertha to leave so she became their friend and companion also. Bertha has never been a neat looking person. About a year ago she was almost blind and a cataract operation was scheduled for her at Dix. The cottage parents wanted her to dress up for the trip so they laid her best clothes out the day before. This made Bertha very unhappy so somehow Cora got the key to the dressing room and hid all of Bertha's clothes. The next day Bertha wore what she wanted to wear to Dix. The operation was a great success and it has made Bertha useful again. For a long time she just sat in their room until mealtime. Now she waits on residents and helps Cora Lee with the daily cleaning. Bertha has a lot of determination. Several years ago she broke her hip somehow and never complained out loud until a year later. Nobody could understand how she walked on it that long. The doctors told her she probably would never walk again. With her determination she never let that stop her from trying and now she gets around as well as ever.

The year Cora and her friends moved to Johnson 4 she started getting 25 cents a week for working. Every week as soon as she received it she gave the money to Ruth to save. It was not until 1973 that she started receiving 20 dollars a week with Caswell's new pay scale. She gets 5 dollars in an envelope and the rest is taken out for savings. This money she also gives to Ruth to save. Ruth tells her how to spend the money and they spend very little for themselves. Upon asking her how much money she had saved she quickly told me she did not know but Ruth did. As far as Cora Lee is concerned her money is Ruth's money.

I asked Cora if it bothered her to think about all the years she has worked at Caswell and received no pay. She assured me that she was glad to do the work because these younguns needed her and they had no one else to wait on them. Cora Lee is the first person called by every resident in her living unit when they need something. Cora said there have been and still are many job tasks that she can't stand to do for the girls but someone has to help them.

The three women have been very sad since they were told Johnson 4 would be moving to Cartwright and they would no longer have a private room. The division director came to see the three women and told them they could not take everything in their room to Cartwright.

Cora begged to be able to take Ruth's white box containing all her jewelry and personal items and the black trunk that contained all of Ruth's Christmas decorations. The other furniture she had to get rid of. The cottage parents offered to take all they couldn't take home with them to store. They told Cora if she ever could have it back it would be there. She said she and Ruth had it hard on their conscience about not wanting to move but they would have to accept it.

Ruth told Cora when they got to Cartwright they would buy some special items when they saw what they needed. Cora said she has always wanted a grandfather clock and Ruth has always wanted an eight day clock. She got very excited talking about the clocks and a rug and quilt she wanted. She said, "I know all these things are very expensive."

She then began telling me how she hopes not to have so much responsibility when she gets to Cartwright. She said, "I am getting old and tired and looking after Ruth is a full time job. I just hope my load will be lighter."

Before leaving she asked me who makes all these changes at Caswell. I told her that Caswell makes some of the changes alone but most of them come from Raleigh and it is not Caswell's decision.

As she was going out the door she said, "I liked the old Caswell days better. I used to help split wood to help heat Caswell with the old wood stove. That was the fun days."

The three ladies have been moved to Cartwright and after staff observing them, they seem to be adjusting well to their new living changes.

Jennifer Foyles
Mental Health Technician
Social Service Department

HOPES CONCERNING REORGANIZATION

"Belinda smiled and all the world was gay." One was reminded of Pope's lines when a laughing young lady advanced asking, "Do you want to see my name?" and produced a paper on which her name "Belinda" was boldly printed.

Belinda was eager to display her knowledge. "That's red," she remarked pointing to a car. "This on my dress is red too. They are the same."

This zeal for learning is something we are all delighted to see at Caswell. Now that we have more staff, more and more residents are involved in programs planned to meet their needs. Some need to learn to count money and when to save and when to spend it. Others need to learn how to dress themselves. There are many needs at many levels. We are planning to have a time—specific, goal oriented plan for each resident.

A new type of organizational structure is being adopted with a view to providing more privacy and more programs for small groups of individuals in highly personalized settings. This is the unit system. Caswell will be grouped into nine units to be known as divisions. Each division will have a division director. Programs for the residents will be planned by the unit team on which there will be representatives from a variety of disciplines. The goal is to provide better care for all, the type of care that enables each resident to grow and develop. On Friday, September 13, 1974, early in the morning the women in Cartwright building, which is part of Division-A, enjoyed themselves singing together as Mrs. Esther Jones, a trainer, played the aged piano. "I've never seen Barbara and Betty so excited about anything before," observed Mrs. Linda Dodd, social worker, as she watched these two ladies who are twins clapping their hands and smiling. Cora Lee is so in love with housework that she did not join the happy chorus, but when the women sang "How Great Thou Art" she paused to join in, clutching her broom as she sang.

People who are growing and developing are happy people. It will be a fine thing if all the retarded can smile as many more appropriate programs are developed, but others can smile too—The generous hearted because they share in the joy of thers and the cautious because as more and more retarded citizens are trained and many return to the community, the taxpayer's bill will be reduced.

North Carolina State Library
Raleigh

N. C
Doc.

The
CASWELL NEWS

"CASWELL CANNOT TAKE THE PLACE OF FAMILY RESPONSIBILITY,
LOVE AND MORAL SUPPORT"

YOU WHO WORSHIP WITH YOUR EYES

And they tell me that you'll never
Learn to reason as you should . . .
But the kittens on the street
Always follow at your feet.

And they tell me there are regions
Where your thoughts will never go,
But the pigeons and the birds
Seem to understand your words.
Did God mean for all His children
To know how to talk and think?
You who worship with your eyes
Hold communion with the skies,

And I'll teach you though they tell me
That you never can be taught . . .
God have mercy on me, too,
So that I may learn with you.
—Hannah Kahn

Jan., 1975

Volume XL

Number 1

The Caswell News

Volume XL - No. 1 - KINSTON, NORTH CAROLINA, JAN., 1975 $1.00 Per Yea

Published quarterly for the benefit of Caswell Center and for the information of the citizens of North Carolina.

Director .... Carlos Coello, M.D.
Editor .... Jean I. C. Tabory
Circulating Manager .... Vickie Howell
Treasurer .... Evelyn Carlisle

"A TIME TO SET GOALS"

A New Year: Nineteen Hundred and Seventy Five: An important year for Caswell. This will be our first year of the new way. Decentralization was completed when Mrs. Vera Prince, R.N. took up her position as director of Division I in December.

All nine divisions are now in operation. In the past we dealt with the residents' lives in parts, e.g. the Training, Education Department saw to their education and the Cottage Life Department looked after their living arrangements. Now we are dealing with each resident's whole life while he is at Caswell. Administratively each division director is in charge of his or her division. Decisions are made by the division teams. The team members know the residents much better than the Treatment Planning Team did in days of old when new admissions and others from the whole institution were reviewed. On the teams are such people as cottage parents, trainers, nurses, teachers, psychologists, and social workers. Each sees the retarded person from a different angle but all pool their knowledge so that an individual program plan that best meets the resident's need can be made.

This year we will have a goal—specific, time-oriented plan for every resident. Nobody will be at Caswell for custodial care. We have something better than that to offer.

How can this better goal be achieved? Only through the efforts of all Caswell employees.

Those of you who have attended the classes on Goal Planning With the Mentally Retarded organized by the Staff Development Department know how important it is to have a written goal plan for each resident. It might be a good idea for all of us to have goal plans for ourselves at the beginning of the year. We could write down what we hoped to achieve before the year ended.

We remember that in our goal plan forms there were two broad columns. The left column said what Robert, the hypothetical mentally retarded person around whom the scheme of work was organized, did. That was the goal. The right column said what the people working with Rober did. That was the method. Separating the tw was a narow column with the deadline. An im portant question was, "Who does what an when?"

When we come to our own goal plans for our selves as adult workers there is only one answe to the question "Who does?" Each of us doe The goal and the method go into the sam column.

What we do and when we do it are for us t decide. There is no better time to begin tha now. Only if each one of us sets high goals an works hard to reach them can we achieve grea things in this our first year of organization.

———o———

FACTS AND FIGURES

As of December 31, 1974 the total populatio at Caswell stands at 1,560 (863 males and 69 females) with an average daily population o 1,320.

During the last quarter (October, Novembe and December) there were 10 admitted (6 male and 4 females.) These were first admission There were no readmissions.

During the same quarter there were 37 discharges (18 males and 19 females).

There were five deaths (3 males and 2 females.)

Fifteen applications were received (9 male and 6 females). Applications on waiting list as o December 31—none.

———o———

NEWS FROM VOCATIONAL REHABILITATIO

We at Vocational Rehabilitation are ver proud and fortunate to have two ladies who hav recently been an addition to our family; Mr Alice B. Moore, Counselor-In-Charge, and Mr Effie Haddock Smith, Secretary.

In introducing these ladies to the Caswe staff, I'd like to first introduce Mrs. Alice B Moore who has filled the position as Counselor In-Charge which was previously held by M Issac Hines. Mrs. Moore is a native of Williamston, North Carolina and a graduate of Nort Carolina Central University, Durham, Nort Carolina.

Mrs. Moore was transferred from the Cherry O'Berry V. R. Facility to our facility on November 1, 1974. She began her career in Vocationa Rehabilitation on October 15, 1964 in the abov program. In the Cherry-O'Berry program sh served as a V. R. counselor in the Corrections

(Please turn to page 8)

FROM CURRENT LITERATURE

Severely Retarded People Can Learn to Read

Renee Fuller, Ph.D., psychologist, to her surprise discovered by accident that a reading system she had developed for normal and superior toddlers could be used to teach a group of retarded people with IQs ranging from 33 to 72 and ages from 11 to 49 to read and, most remarkably, to understand what they had read.

Initially the system was used with the retarded to see if it really simplified the mechanics of reading. A group of retarded students was taught by Dr. Fuller's method and another group by traditional methods. The first group learned some etters. The second did not.

Next an attempt was made to see if the new system simplified the word-building process. If it did it was hoped that the retarded students could be taught the mechanics of reading. It was presumed that they would not understand what they read.

But they did. The teaching staff insisted the students understood. The psychologist did not beieve them. These students had a history of readng failure. In their institution they had been exposed to a variety of reading schemes but they had not mastered even the alphabet.

Tests proved that those taught by Dr. Fuller's method did understand. They did very well on a vocabulary test. One student with an IQ of 38 defined "funny" as, "Jokes, laughing, when people tell stories, funny stories particularly. It means somebody gets a kick out of something." Another with an IQ of 33 defined "speed" as, 'When you're going too fast."

A special story, "Tommy the Green Cat", was composed and a test measuring understanding of the implicit and explicit content of the story was administered. The students understood and the ow-IQ students frequently were able to answer the questions as well as those with higher IQs.

A fourth test called "The follow direction test" was developed to see if the students understood material that did not tell a story. The students scored almost as well as they did on the "Tommy the Green Cat Test."

And what is the method that made this seemng miracle happen? It is a reading program based on principles of perceptual and developmental psychology. The first task was to simplify the process of recognizing letters. Using three basic forms— a line, a circle, and an angle—one can make all the letters of the alphabet. Even a two year old can build letters this way. To make the figures stand out clearly each was given a different color. They were given fun names. The circle became a ball, the line a stick, and the angle a bird. The program is called the Ball-Stick-Bird reading program.

In it the child learns words after he knows only two letters. He forms words with the second letter. The story begins with the fourth. The stories in the readers are exciting, entertaining and very modern involving such things as space travel. Right from the start the readers see that the point of the print is to tell a story. In this system he avoids what a well-known educator long ago called "barking at print", i.e. word calling.

Surprising as the cognitive development was in the retarded readers studied by Dr. Fuller, that was not the most important thing. The really exciting part was the changes in personalities and self concepts. Posture improved, rocking stopped and interest in grooming grew. This could not be attributed to success because some of these people had been medal winners in the Special Olympics for the Retarded. It was the nature of the success.

Their increased verbalization made communication easier. Most meaningful of all it made self-communication easier. They could think thoughts they had not been able to think before.

Those involved in the experiment found that their attitude towards the readers changed. These were educators who knew about retardation but as their students learned to talk as people they came to see them as people. Dr. Fuller said, "We learned that the human being begins not at an IQ of 100, or an IQ of 70, not even at an IQ of 30. But what we are as people is something that can be developed."

The Orange County Chapter of the New York Association for Retarded Children in Middletown, New York has used this method. Students with IQs in the 20s have been taught to read with comprehension.

Would the method be worth trying at Caswell?

[Article appeared in "Psychology Today", October 1974. From 1967-73 Dr. Renee Fuller was chief of psychological services at Rosewood Hospital Center in Maryland. There she conducted an in-depth study of her reading system with mentally retarded patients.]

———o———

MINI MEMORIES

Was it worth it? Was it worth the time, the gas used in the Caswell bus, and the registration fee, fortunately very small, which each participant paid out of his own pocket? What did the bus load of Caswell workers who attended the Mini-Lectures on mental retardation organized by the Wilson County Association for Retarded Citizens and held in Atlantic Christian College Gymnasium on November 8, 1974, gain?

In the first place they gained knowledge without which effective action is impossible. Dr. Don ald Stedman, Dr. Burton Blatt, Dr. Ann Wolfe and Dr. Phillip Roos all had information to impart.

Dr. Stedman reminded them that this was the age of awareness. In the fifties interested groups tried to get something done for the retarded through persuasion. Then came legislative action, work through the Executive Branch of Government, and then legal ethics. Now is the time for public awareness through personal advocacy.

"This is the age of entitlement," he said. "We all have human rights and the extent to which you are not having your rights is the extent to which I am being denied mine. The weakest person in our societal chain is an index of my strength in relation to my rights as well as my responsibilities."

Dr. Stedman pointed out that 98.7% of revenue sharing money in the previous year had been spent on things. Less than a half of 1% had been spent on human service programs. Had anybody asked people what they really wanted?

Dr. Blatt emphasized that money is not enough to change things. It is necessary but it is not enough. One State institution for the retarded in New York spends more than the North Carolina budget for mental retardation and yet Dr. Blatt and Dr. Roos had had to testify against that place and ask the judge to evacuate it because of the inferior quality of its services.

To have a better world, change is necessary. "There won't be change till all of us seek to change the world and first to change ourselves. We must do something before we try to get others to do something. We must ask, 'How must I evolve, not how society must change?' For the world to change each person must change. We blame the system and we may be right, but if when blaming the system I don't change I am contributing to the evil," said Dr. Blatt.

Teachers must be lively, inquisitive and enthusiastic learners. There is no one way in education. Teachers must be thinkers, not technicians. Teachers must create environments and not merely apply techniques. To create environments one must learn history. The best of all educators are those who can be as abstract as possible, who can generalize. The school must become a place for teachers to learn, to change, to grow.

Dr. Wolfe said that for the most part the mentally retarded are still lost but a great deal has been done in the way of service. There are still too many children labelled handicapped for whom there is nothing beyond the label. We have advanced farther in evaluation than in other areas.

Dr. Roos said that the coming bicentennial celebrations would be a good time to remember the principles on which this republic was founded and to ask to what extent they had been realized. We have isolated and neglected many of our own citizens. The law treats the mentally retarded as though they were a homogeneous group and equates them with the lowest common denominator. Twenty-six States still have compulsory sterilization laws for the mentally retarded.

The adoption of the developmental model has helped the retarded. It assumes that every human being is capable of growing and learning. This principle is incorporated in accreditation standards and court decisions.

The making of choices is the essence of freedom. The principle of self actualization demands that each handicapped person should be given the maximum opportunity to make choices. We will have to modify the environment to give the more severely handicapped the maximum amount of freedom. We are just beginning to engineer the environment for the blind, the deaf, etc. We must learn to modify the environment for the cognitively impaired.

In the second place those who attended the lectures gained hope.

Dr. Stedman said, "I have the impression that there is an increasing public awareness. There is a stirring across the country that speaks well on behalf of the efforts to help the retarded."

He saw a spirit of caring and sharing in the land, a sense of community, a movement towards individualized life styles, and more compassion. It was not so risky to be deviant as it had been in the past.

He said we must do more than talk. We must get involved. Involvement is more than cooperation. A chicken and a pig walking along the road saw a sign on a restaurant. On one side it said "Help Wanted", on the other, "Ham and eggs." The chicken said, "Let's go in and help." The pig said, "For you that's cooperation. For me it's involvement."

"Be a little piggish. Do some squealing," advised Dr. Stedman.

Dr. Blatt reminded the audience that intelligence is a function of practice and training. Intelligence is educable. People can change.

Dr. Blatt said, "I am optimistic for people."

Dr. Wolfe's opening words gave us a ground for hope. "If each of you translated yourself into a body of action something would be done for the retarded," she remarked.

She said progress is a fact. The more severely retarded are being included when State plans are made. It is not easy to build up a service delivery system which makes it possible for a retarded person to move from the umbrella of one community service agency to another without getting wet, but work is being done on this.

In the institutions there has been a tremendous positive change in the attitude of most personnel. New programs have been developed and there is a written plan for each resident.

People are more important than systems. When we come to regard the retarded as valuable human beings we will realize that their needs and their rights are the same as those of other people.

Dr. Roos said that in his opinion in the future increasing emphasis would be put on the self-actualization of the individual citizen. Our technology is expanding. We may see exciting times for the mentally retarded if we can focus some of the world's technological resources on the handicapped. Great advances are being made in the area of behavior modification.

In the third place they received something aproaching fellowship, or at least an escape from a sense of isolation. hey saw that others were struggling with the same questions and coming up with varied answers. They realized that they could get help from other people with the same problems as some of them had been taught in their goal planning sessions.

In the fourth place they received the inspiration which comes from being with good teachers. If each Caswell worker came back determined to be a squealing pig who was really involved, an agent of change who truly believed that first he must change himself and a body of action life would be better for the retarded at Caswell and elsewhere. To the question "Was it worthwhile to go to the Mini-Lectures?" the answer must be, "Yes."

ABOUT GOAL PLANNING

Mesdames Virginia Perry and Jean Tabory from the Staff Development Department and George Lapas, Division Director, saw the brief film, "A Small Giant Step", at O'Berry Center on Tuesday, November 5. This has nothing to do with space travel. It is a teaching device designed to be used as an introduction when "Goal Planning With The Mentally Retarded" is being taught.

According to Dr. Robert A. Scott, one of the two authors of the method, "Goal planning is a simple, effective way to help you to help a fellow human being." For too long in working with the retarded we have concentrated on their problems, on what they cannot do. In goal planning, according to Dr. Scott, "We make their strengths work for them." Small achievements build up confidence in both the retarded person and the people working with him. Members of staff feel proud when the goal is achieved, they begin to think, "We can conquer anything."

The four steps in goal planning are:)1 Start with what the retarded person can do now. 2) Use small goals to reach larger goals. 3) State clearly who will do what and when. 4) Involve the retarded person from the beginning.

The film "A Small Giant Step" was made in White Haven State School and Hospital in Pennsylvania. It showed an attendant working with Billy. One of Billy's strengths was that he enjoyed working with a blind resident, Warren. Billy liked to be with Warren and seemed able to calm him. Warren was somewhat hyperactive and apt to scratch when he didn't get what he wanted. When Billy was with Warren the attendants did not need to watch him and so were free to do other tasks. Billy could dress himself, but was sloppy.

An attendant had the idea of allowing Billy to be with Warren only after he had dressed himself properly. Billy's dressing improved.

Dr. Scott pointed out that attendants are the people who can really make goal planning work. They are the people who know the residents. Of course, goal planning involves everybody from the chief administrator to the janitor.

We are using goal planning at Caswell. In each of the nine divisions interdisciplinary teams are setting up goals for each resident. Small goals are used to reach larger goals. The ultimate goal is to return as many residents as possible to the community after they have been prepared for this giant step.

Goal Planning is taught in Staff Development by Mesdames Dorothy Hodgkins, Virginia Perry and Jean Tabory. Mrs. Margeryfay Cramer demonstrates to each class how the members of the division teams work together to plan appropriate goals for residents. Mrs. Perry co-ordinates the work.

———o———

NEW JOBS AT CASWELL

A—Music Therapist

For the first time in its sixty years of history Caswell has a music therapist. Ben Ramsaur joined us in December. A native of Gastonia, N.C., he graduated in music therapy at East Carolina University in 1972. For the past two years he has worked in a child development program in Ellisville State School in Mississippi. He enjoyed his work there but wanted to return to North Carolina.

The need for music therapy is great in this State. North Carolina historically has not been receptive to the idea of employing music therapists. They have not been used much in the state institutions in the past.

Mr. Ramsaur believes that if a good program is set up here at Caswell it will spread. He is convinced that music therapy is a valuable tool for helping the retarded. It can be used to attain behavioral objectives.

It is an excellent means of developing verbal communications. It helps in building up receptive and expressive language. It is useful in dealing with social and emotional development. Through it children can learn their social roles in the community. There are all sorts of songs on such themes as "I'm a Policeman" and "I'm a Mother." It can be used to increase self-help skills.

Mr. Ramsaur is interested in helping people in a direct way. Music therapy is a relatively new technique. It allows the therapist freedom to develop ideas.

We are glad that we have acquired such a useful team member as Mr. Ramsaur and look forward to the growth of his small new program.

B—Pest Controller

How well do you know this campus? Are you aware that north of the power plant and west of the water tower there is a small building with an outside staircase at the top of which is an office labelled "B. B. Jones, bug man."

Burris Batey Jones is Caswell's first private pest controller. He has been in the extermination business since 1949, when he began working with the Orkin Company. For the past thirteen years he owned and operated his own business in Goldsboro. In October, 1974, he joined the Caswell staff.

From 7 a.m. till 4 p.m. Mr. Jones works on his pest control schedule under the aegis of the Housekeeping Department. Each month he wages war against rats and mice for the first two weeks and against cockroaches for the last two weeks.

"It's the American roaches and the German roaches that give us the most trouble here," said Mr. Jones. "The American roaches are the big reddish ones and the German roaches are the tiny ones. We don't have so much trouble with the Oriental roaches and the brown banded furniture roaches."

Mr. Jones explained that the spray against roaches was deadly to the creatures for three weeks if not diluted with water.

"You have to be careful where you put it here because they clean up so much," he said. "I like it fine here," he added. "What surprised me is the way people cooperate. They jump up and open doors. They sign the paper I have to have to show I've done the job. The workers here are helpful. I enjoy working here."

He went on to say that he looked forward to seeing the residents.

"It seems that the kids are tickled to death to see a different face. It seems that it makes them happy when you talk to them. I smile at them and they smile at me and that makes me happy."

Mr. Jones is another useful team member. Where would we be if the mice, rats and roaches took over? And besides our residents need to see cheerful faces.

———o———

OPEN HOUSE, CHRISTMAS 1974

Open House was different this year. The great difference was that there was no program in the recreation building. Visitors saw the divisions as they are any evening during the Christmas season, warmly aglow with lights and decorations. What they saw was Caswell at work in December.

And what could be more appropriate at Christmas? It was then that God broke into the working world.

We sing,

"While humble shepherds watched their flocks
On Bethlehem's plains by night
An angel sent from Heaven appeared
And filled the plain with light."

The angel brought good news to working men, the shepherds. It is clear that we the employees are the shepherds, but perhaps in the past we made the mistake of thinking of the retarded as the sheep, that is we thought of ourselves as working for the retarded. Now we are realizing that we work with the retarded. They too are the shepherds, not the sheep.

And what about the angel? An angel is a messenger and certainly we are hearing voices speaking good news concerning retarded people nowadays. More and more those in authortiy are reminding us that the retarded are people with the same rights and needs as other people. They are our fellow human beings and we are working with them for our mutual growth and development.

A new power came to earth that first Christmas, a power making for renewal in the workaday world. And that power is still with us. We have cause to rejoice that it is working for good in our area helping us to make the changes necessary to allow the retarded to be trained by the most efficient methods so that they can take their place in the mainstream of society.

———o———

AWARD WINNERS

The Sir Walter Council of the United Commercial Travelers of America held their elegant Christmas party in Raleigh on Wednesday, December 4, and two Caswell employees were among the guests of honor. Alease Rouse received an award as teacher of the year and Roger Hill received an award as cook of the year.

The members of the United Commercial Travelers take a great interest in the mentally retarded. So do these two people who won the awards. Mrs. Rouse has worked in the home economics department of the school for fifteen years and Mr. Hill has worked in the kitchen for fourteen years. For the past seven years he has been a cook leader.

Mr. Hill is a excellent cook but he is more than that. He is interested in people. His co-workers confide in him and seek his advice. He thinks that it is very important that the Caswell residents have nutritious meals every day. Everybody knows that there is a connection between good food and good health. We are finding out more and more that there is a connection between nutrition and mental functioning.

Mrs. Rouse enjoys teaching. She is definitely not one of those who endure it on the way to an administrative position. She teaches the practical activities that the residents will need to perform when they go out into the community—such things as sewing on buttons, sweeping floors and making a cup of coffee.

The citation for the award said, "The admiration, respect and love exchanged between Mrs. Rouse and her students is truly significant."

We talk much nowadays about human rights. The Bill of Rights for the retarded drawn up at the close of the sixties ended, "Above all retarded people have the right to respect." Some of us forget that. Not Mrs. Rouse.

Our students are lucky to have such a teacher. We are lucky to have such a colleague. Talking about the award Mrs. Rouse said, "I wish one of the classroom teachers had got it. They deserve it as much as I did."

We hope all our workers deserve awards. We know Mrs. Rouse and Mr. Hill do.

In November Johnny Simmons, Speech Pathologist, was awarded a Certificate of Recnognition for outstanding professional competence, superior contributions and wholehearted dedication on behalf of handicapped children. This was given by The Pointer for Special Class Teachers and Parents of the Handicapped. The Pointer is a magazine.

Mr. Simmons was recognized for work he did while a Speech Clinician in the Pitt County School System. He joined the Caswell staff on October 1.

———o———

PEONAGE ENDED

In the past Caswell could not have been operated without the labor of the working residents. These residents were paid almost nothing. There was no money to pay them.

We believe that we are entitled to a fair day's pay for a fair day's labor: so are mentally retarded men and women entitled to pay proportional to their productivity. The decision requiring the Fair Labor Standards Act to be enforced on behalf of working residents at public and private institutions for mentally ill and mentally retarded persons will see to it that retarded people are given their rights.

Recently it was found that Caswell was not in compliance with the Act. The services of working residents were suspended until planning could be done.

In making plans we are remembering that the function of Caswell Center is to provide care, training, and educational services for the mentally retarded. It is not our task to provide jobs. That is the responsibility of the Vocational Rehabilitation Facility. The working resident program is a Vocational Rehabilitation Program.

The division teams will decide what work experiences their residents need. The division directors will write job descriptions. Vocational Rehabilitation counselors will match the residents with jobs. The supervisors in the works areas wil supervise and evaluate work done by residents.

The Fair Labor Standards Act allows for paying an individual in proportion to his or her productive capacity. A handicapped person does not need to be paid the minimum wage, if not able to produce enough, but he does need a certificate from Vocational Rehabilitation or Veterans Administration that indicates how much he can produce. These certificates must be renewed regularly.

Not more than half of a resident's time can be purchased by Vocational Rehabilitation. The rest of the time must be spent in programs. A resident can work only three hours daily: from 8 a.m. till 11 a.m. or from 1 p.m. till 4 p.m.

Residents come to Caswell for programs that help them to develop.

———o———

WAYS OF PREVENTING MENTAL RETARDATION

"Knowledge not lived is sin," wrote a twentieth century writer and most of us would agree with him in theory. In practice most of us are sinners. Three percent of the population is mentally retarded. Speaking at Atlantic Christian College last week, Dr. Phillip Roos, Executive Director of the National Association for Retarded Citizens, pointed out that we could prevent half of the cases of mental retardation.

We know malnutrition can lead to retardation. Ten million United States citizens are malnourished.

Prenatal care can prevent retardation. Half the women having babies in public hospitals in the U.S.A. have had no medical attention during pregnancy.

Up to a quarter of the children in high risk neighborhoods have high levels of lead in their blood and we know lead poisoning is a cause of retardation.

Genetic counselling can prevent retardation. How many people have the chance to benefit from this?

Early intervention is important. Education in the first two years of life can prevent retardation.

We could prevent half the cases of mental retardation now and in the future we will be able to prevent many more. We are about to make great advances in neurophysiology and genetic engineering. We are making discoveries in biofeedback: we can teach ourselves to control our blood pressure, heart beat, etc.

We will be able to use parapsychological techniques to help the handicapped. Very exciting work is being done on this, particularly in Russia.

In education we have a whole new world in technology. Great advances are being made in behavior modification.

We can change the world for the retarded and for everybody. Will our handicapped citizens and all citizens live in a land with freedom for all and equality under God? That depends on us. How will we use the knowledge our scientists give us?

———o———

Focus On A Department
PSYCHOLOGY

The phrase "maximize the resident's potential" is often used to describe what we should be doing here at Caswell. We teach, train, provide rcereation, plan activities, and provide for the resident's health and welfare, with one goal in mind, that of bringing out the best of which he is capable.

But despite the best efforts, some residents never seem to change very much. They're described as "stubborn", "lazy", "unmotivated", or even "emotionally disturbed".

The Department of Psychology is at Caswell to provide services for those residents otherwise considered unreachable. If a group of residents is acting in a similar manner, the Psychology Department may propose a general program, prescriptive to the needs of all. However, individualized therapy is not uncommon and is available when needed.

Resident therapy, staff and program development are the main avenues by which Psychology tries to provide the help and guidance many of our residents need so badly.

Besides doing psychological evaluations for treatment teams, consultations for professional and direct care staff, individual and group therapy, the Psychology Department is involved in regular training workshops.

Miracle cures are as sparse as easy answers to complex problems. And while we target in on some of Caswell's long standing problem areas, let us not forget our relationship to Caswell, and more importantly, our relationship to those who have been entrusted to our care and treatment. For as we contribute to our resident's growth, we all grow accordingly.

We believe that therapy is any set of procedures which produce a beneficial change in a resident. Ideally, therapy results in permanent change. As Caswell develops as a therapeutic community, the phrase "maximizing potential" increasingly becomes a realization. The Psychology Department is proud to be a part of this continuing effort.

Dr. Frank Kirby is director of the department. The psychologists are Dorothy Hodgkins, Albert Newman and Don Smith.

Albert J. Newman,
Psychologist

———o———

"A BEGINNING"

On October 30, 1974, eight students from Divisions B and F were guests of Christ The King School, Kinston, N.C. Christ The King School was observing "Appreciation of Life Month," with the sub-theme "Know The Handicapped." Caswell students helped Christ The King students understand mental retardation on a personal and emotional level.

The day was an immense success. Our students were greeted by Sister Gloria Jean and assigned to various classes. Our students exhibited many reactions; scepticism, hesitation, shyness, warmth, openness, love, etc. There was a different emotion for each student. However, as the day progressed, all inhibitions and barriers were conquered, through the mutual understanding and acceptance between the two groups of students.

This exchange is one of the first beginnings in our endeavor to educate the population of

Kinston and Lenoir County to the needs of the mentally retarded. Public education is vital for all communities, but we must start with our own home community. Many people in the Kinston-Lenoir County area have never visited Caswell nor do they know the purpose of Caswell Center. However, the children of Christ The King School have seen a need to know the world around them and they have made an attempt to bridge the gap between them and a segregated society—the mentally retarded.

The following is an account of the day's happenings as recorded by Sister Gloria Jean. Her enthusiasm for this educational experience is evident throughout her account.

> "During the weeks of October the Christian Churches of the area arranged and promoted the theme: **Respect for Life**, satisfying this idea under various titles, i.e. Respect for the Unborn and all living things in creation; Respect for the handicapped and retarded; Respect for youth; and lastly, Respect for the elderly. At Christ The King School it was our intention to combine the middle weeks of the month with some positive project involving the school children and the local community, namely the respect our youth have towards the handicapped and unwanted. The Faculty members and the student body of Christ The King School in Kinston invited students from Caswell Center School to spend a day. The teachers led the students to understand that opportunities like this must be provided in order to put into practice Christian values and virtues, proper modes of behavior and to show in general all-round good character.
>
> On Wednesday, October 30th, eight students were brought to the doors of Christ The King School. The teachers and pupils were ready to receive these students into their classrooms from 9:15 a.m. until one hour before regular dismissal time, 3:00 p.m. Two students each were presented in grades 3, 5, 6, and 7.
>
> The children from Caswell were well accepted by the teachers and members of the classes. They engaged in the regular routine of the day, with the exception that they in no way were responsible for any recitation of academic work. However, as well noted, the Caswell students made definite contributions and cooperated in class work, and it appeared from their drawings and notepapers that they had indeed engaged extensively in grade level work. The Caswell guests went along successfully throughout the day with studies, lunch periods, and outdoor activities. The children themselves were in no way reluctant to tell about how glad they were to be at Christ The King School. We feel we have made our students proud and happy, too, by affording them this opportunity and that we have made a significant and long hoped for breakthrough in opening regular classroom doors to friends across town. We hope to repeat this venture and do plan to return the visit to Caswell School. Our gratitude goes to the staff members of Caswell that made this day possible. Thanks, also, to all the students for exhibiting the training that was expected of them."

We hope community interest and participation will engulf our institution and make it a surrogate home rather than an institution. The first has been taken, hopefully the second, third . . . will be easier.

Dwight Eastwood
Social Worker
Division-B

News From Vocational Rehabilitation

(From page 2)

Psychiatric and Mental Retardation Programs. For seven years she specialized in working with the vocational rehabilitation of the mentally retarded. Prior to coming to the V. R. Facility here at Caswell, she was Counselor-In-Charge of the counseling program at Cherry-O'Berry.

Among her many activities Mrs. Moore is a member of the Alpha Kappa Alpha Sorority and Eta Phi Beta Sorority which is in itself a business and professional organization whose national project is **helping** the **mentally retarded.** She served as Vice Chairman and Chairman of Area 10 of the North Carolina State Employees Association.

Most important and rewarding of all is the fact that she is a wife and mother. Mrs. Moore is the mother of two handsome sons, Billy 4, and Brent, 20 months; and wife of Mr. William H. Moore, Jr., a native of Kinston.

You can see from Mrs. Moore's introduction that for many years she has been very active in programs to help the mentally retarded. We are very proud that Mrs. Moore has chosen to work with us here and we hope that she will enjoy every minute of it.

Mrs. Effie Smith has recently been employed as secretary for the facility. She is a native of Lenoir County.

Mrs. Smith attended the former Jesse W. Grainger High School and afterwards she enrolled in Lenoir Community College in the Court Reporting Program. Among her many other jobs, Mrs. Smith has worked as executive secretary for Noland Co., secretary and computer key punch operator with M. I.—Professional Management, Inc. in Kinston. She has served as a legal secretary for a local attorney for several years, filling in as "Girl Friday". She was self-employed for several years offering (to the community) secretarial and mimeographing services.

Her hobbies are decoupage and needlework.

Mrs. Smith joined the facility in November and states that she really enjoys every aspect of the functions and she especially likes the warm and hospitable staff members. We hope that Mrs. Smith will find her work rewarding enough to make her stay with us lengthy.

Vocational Rehabilitation is sincerely in the business of taking as many referrals as we can work with. If there is any resident of Caswell who you think would **best** profit from our services, please feel free to contact V. R. through the proper channels, i.e. through the division teams.

The employees of Vocational Rehabilitation would like very much to wish each of you a progressive and blessed new year.

Delores Brown

North Carolina State Library
Raleigh

N. C
Doc

The CASWELL NEWS

"CASWELL CANNOT TAKE THE PLACE OF FAMILY RESPONSIBILITY,
LOVE AND MORAL SUPPORT"

God who never pauses
in His creation
made me.
If He is satisfied
Who are you
to challenge
His elation?

Eleanor Sands Smith

April, 1975

Volume XL **Number 2**

The Caswell News

Volume XL - No. 2 - KINSTON, NORTH CAROLINA, APRIL, 1975 $1.00 Per Yea

Published quarterly for the benefit of Caswell Center and for the information of the citizens of North Carolina.

Director .... Carlos Coello, M.D.
Editor .... Jean I. C. Tabory
Circulating Manager .... Vickie Howell
Treasurer .... Evelyn Carlisle

EDITORIAL

"Welcome to my world. It was made with you in mind." They sing this song in night clubs. It turns one's thoughts to the mentally retarded for obviously the world was not made with them in mind. We mean the world made by men, the social climate, not the world the Creator gave us.

It is not easy to change the world: it may not even be possible for those working with the retarded to do it.

It is not easy to change the behavior of the retarded but it is possible. If we can change their behavior so that they act like other people they are much more likely to be accepted in the world that was not made for them. That is what we are trying to do in our programs. We are preparing our residents for community living.

It is good to know that our programs now involve residents who in the past were excluded because of their multiplicity of handicaps. (And because we did not have enough money for such projects.)

In this issue we are concerned with programs especially new programs. These are concerned with residents who are greatly handicapped.

Another new area is that of Community Services for which we now have a department directed by Mr. Melvin Kurzer, ACSW. We are having some success in placing adult, and in some cases aged, residents in small group homes which, of course are less denormalizing than large institutions. We measure success by looking at the behavior and attitudes of the residents placed in such homes.

People make programs possible. We are proud of all workers involved in old and new programs and all work at Caswell is connected with programs, who are extending themselves to make the world better for our residents.

———o———

FACTS AND FIGURES

As of March 31, 1975 the total population at Caswell stands at 1556. (860 males and 696 females) with an average daily population of 1416.

During the last quarter (January, February, and March) there were 20 (8 males and 12 females) admitted. Fifteen (7 males and 8 females) were first admissions and 5 (4 females and 1 male) were readmissions.

During the same quarter there were 18 (7 males and 11 females) discharged from placement

There were 6 deaths (4 males and 2 females)

Twenty-nine applications (17 males and 12 females) were received. Applications on waiting list as of March 31, 1975 was one.

———o———

FREEDOM

A representative from a firm that sells patien safety devices such as belts to keep people from falling out of beds or wheelchairs came to Caswel in January to show a film and demonstrate his products to some of our staff.

The film was informative and the safety devices helpful. The company will work out new methods of control to meet specific needs i asked to do so. We need to use some safety controls at Caswell, e.g. we may have to tie a residen so that he can sit up in his wheelchair. It is les restrictive to sit up in the wheelchair than to li in bed. In such instances a measure of restrain makes for greater freedom.

Physical restraints must be used sparingly and under constant medical supervision in any institution for the retarded. Companies produce control mitts which are very helpful after surgery to prevent semi-conscious patients from pulling out tubes. In the short run they are useful too in preventing residents from scratching and picking a themselves. But retarded people often indulge in such activities because they have nothing bette to do. In the long run it is much more helpful t occupy the residents, to enroll them in program to involve them with teachers, music therapist physical therapists, occupational therapists, an others.

Good institutions for the retarded are not hospitals. Sick people go to hospitals. Institution for the retarded are Centers where people go t grow and develop through participation in programs tailored to meet their individual needs.

The representative from the firm that showe the film was somewhat surprised to learn tha Caswell was not a hospital. The advertising brochure put out by his Company has this openin phrase, "Your patient looks to you for his need comfort, and security." A sick person is in a dependent position.

For too long we have kept the retarded in dependent positions. We have been sorry for them and we have thought we were being kind to them But it is not kindness to keep people in a situatio where they have to look to others for their need comfort and security. Now we are striving to trai retarded citizens so that they can be as independent as possible.

PORTRAIT OF A HAPPY WORKER

There is no more satisfying emotion than vicarious triumph. It provides exultation without the danger of slipping into the deadly sin of pride. We are all grateful to Mrs. Margeryfay Cramer, Social Work Coordinator, for bringing us this joy when in March she received the Social Worker of the Year Award presented by the National Association of Social Workers, North Carolina State Council, Coastal District.

Mrs. Cramer has found much joy in both her family life and her professional life. She was only twenty when she married Dr. Robert Eli Cramer who now heads the Geography Department at East Carolina University. He was not Dr. Cramer then. He worked to put his wife through graduate school and then she worked to put him through graduate school. They have what Mrs. Cramer describes as "three beautiful children." Judy is in the Peace Corp. She is teaching dancing in Central America. Barbara is an obstetrical nurse in Boston. Tim is a junior at East Carolina University.

Being a social worker is for Mrs. Cramer the attainment of a goal set early in life. When a school girl in the tenth grade in Mayfield, Ohio. She was a student in a Home Economics class that did career exploration during which she realized that social work was a disciplined way to help people. She made up her mind to become a social worker. Her purpose held throughout undergraduate days and after marriage. In 1945, she obtained a Master's Degree in Psychiatric Social Work from Washington University, St. Louis, Missouri. Thereafter she practiced social work in a variety of settings, such as medical hospitals, psychiatric hospitals, family care services, and a child guidance clinic.

Mrs. Cramer still has the same zeal for social work that she had as a girl but now it is a zeal according to knowledge. She still believes that t has significant possibilities for helping people n trouble but she has long known that it is not a panacea for all the world's ills. She realizes how rail human help is and how frail the helpers.

In the past thirty years Mrs. Cramer has seen changes in social work. In the old days people were helped when troubled. Nowadays emphasis s laid on the prevention of trouble. Social workers are involved in such activities as city planning, mproving housing, family planning, nutrition programs and genetic counseling.

Mrs. Cramer came to Caswell as a social work upervisor in 1969, after teaching social work at East Carolina University for eight years. She wanted to practice her profession again. Throughout her working years she had been concerned with people with handicaps of a social, mental, or physical nature and she had had a few mentally etarded people as clients. It had always been a hrill to her to see people grow through solving heir own problems with help and she looked forward to doing this at Caswell.

One of the most enjoyable aspects of her work here was organizing community institutes attendd by such community workers as nurses, teachrs, boarding home operators and social workers. These institutes fostered a healthy relationship etween Caswell and the community. They were held six to eight times a year. Those who came went away convinced that the mentally retarded are people with the same needs as the rest of us. We all hope that in the near future we will again have such institutes. This would be in accordance with Caswell tradition for when Miss Pearl Adkins was Director of Social Services before Mrs. Cramer came we had workshops for community workers.

When reorganization ended the department system, Mrs. Cramer became Coordinator of Social Work. She is much involved in Program development. She is chairman of the committee which is planning the Human Sexuality Training. She is teaching seminars on the helping process to workers in Division-A. These seminars last two days and groups of nine have been taught.

Says Mrs. Cramer, "My special joy in social work is working with social work students at either the graduate or undergraduate level." When talking with her one definitely has the impression that she has found joy in all her work.

She sees Caswell as a place of hope pointing out that we have all been surprised to see people learning here as a result of skilled teaching methods who, we thought, were incapable of learning. We are seeing residents going out into the community to live lives like those of normal people. We are hoping for even greater things in the future. Although much has been done, much remains to be done for we have not yet reached the point where society accords dignity to all human beings and respects all for the contribution they are able to make.

In March, which was Social Work Month, the Caswell social workers selected the Caswell social worker of the year. Mrs. Cramer was chosen. This pleased everybody.

———o———

FOCUS ON A DEPARTMENT

Medical Department

Parents will be happy to know that new employees take part in an Orientation Program as soon as they arrive and that is where they are told what to do in medical emergencies. They learn that the Out-Patient Clinic is open seven days a week from 6:45 a.m. till 7:00 p.m. and that they can call there except in a very serious emergency. Then they can call the Central Hospital. This is a fifty-six bed hospital; on the average forty beds are occupied. A registered nurse supervisor is there around the clock.

Six physicians work at Caswell. Two doctors work in the hospital and one in the Out-Patient Clinic. One doctor spends all his time doing physicals. The others work in the Divisions.

The Divisions have nursing services too. There is an LPN attached to Division-A and one to Division-B. At present Divisions C & D have to use the Out-Patient Clinic. Division-E has a nurses' station in the colonies. In Division-F the non-ambulatory residents are treated in McNairy. Some residents in Division-G go to the clinic and some go to the nurses' station in the colonies. Divisions H & I have round the clock nursing services and all the medical records are kept in the units.

Accident reports have to be filed when residents have accidents. Tetanus boosters are given every five years. T.B. skin tests are done every year. 'Flu vaccine is given every year to all residents who are over forty years old or who have chronic conditions. In the past all residents were given a physical on admission but now most are examined prior to admission.

The Medical Department offers other services. We have a dental department with one dentist, one dental hygienist and two dental assistants. The dental hygienist is working with the workers in the Divisions to set up dental care programs. All new admissions have a dental examination.

We have a physical therapy department staffed by two licensed physical therapists, one licensed assistant and three technicians.

Consultants come to Caswell regularly. Every Tuesday at 1:15 p.m. we have medical consultation and at 4 p.m. surgical consultation. A local dermatologist comes on the 1st, 3rd, and 5th Wednesdays of each month. On the 2nd and 4th Wednesdays doctors come from Dorothea Dix Hospital where our scheduled major surgery is done. Caswell is responsible for transporting residents to Dorothea Dix Hospital. If necessary our residents can be examined by a neurologist there. We have an orthopedic consultant and an E & T consultant. Thanks to the Services for the Blind, we have an eye clinic here. There is a waiting list for people referred because of eye or ear troubles.

Our Medical Department blows no trumpets but we know its members are quietly working in the background.

——o——

NEWS FROM VOCATIONAL REHABILITATION

In reading different articles concerning my job, I have jotted down information which might be of some interest to others. As we well know, all of us here are in the business of helping people.

I think, as a matter of my individual opinion, that usually our helping process falls below our standards when we reject the idea that these people at some point and time need to and will fail, and thereafter learn to stand again and keep moving. Normal people must learn to cope with their failures as well as the successes of the world, so why shouldn't our people?

There are many steps that we must take before we can succeed in this situation; for example, the helper and the helpee must be trusting to each other that the helpee will be able to express his negative feelings without fear of blame, anger, sorrow or loss of face.

It seems perfectly normal and is realistic that people prevent change basically because of fear. At times, it is the fear of the helper rather than the helpee and the helper is more afraid of the risk than the helpee. As with the helper in day to day living, some fears of the helpee are real and must be handled as such. Sometimes the fear is unrealistic and this is where helping can begin. For helping could in fact be described as a process of establishing the kind of relationship that can help exorcise fear.

We need to concentrate our efforts more in dealing with negative feelings than with positive feelings. In some cases, this might need to be turned in the other direction, but in this simple case, I think the direction could be accepted as is. I think we need to let these people take the risk, and even fail. This way they themselves may have the chance to look at their negative feelings, to examine them, and to discover their weaknesses along with the helper. Their positive feelings usually get a lot of support. It's their negative feeling with which they must struggle—their fears their doubts, their hates and their despair. There are many instances wherein we can not "accentuate the positive and eliminate the negative." In dealing with real trouble, the extroverted, Pollyanish kind of helper who always wants to keep things pleasant is sometimes more harmful than helpful.

Please let me remind you that this is a matter of my own opinion and you are free to disagree

I would like to leave you thinking along these lines "Nothing is gained without risk."

"The person who makes the wrong choice i much closer to help than the one who makes no choice at all."

"Can we freely tell a man that he is free no to improve?" Let us begin to help our people to cope with whatever is making it hard for them to succeed.

Delores Brown

——o——

NEW PROGRAM FOR BLIND RESIDENTS

Do you know what a parapatologist is? We ar going to have an opportunity to meet one for New Rehabilitation Program for Blind Resident is bringing one here as a consultant. A parapatologist is an expert in mobility training for th blind and the consultant will train some of ou staff in this type of work. Some of the trainin will be done in the division and some at the sit (yet to be chosen) of the Program.

This new program is a cooperative effort between Caswell Center and the Division of Service for the Blind.

Its aim is to provide the blind multi-handicapped Caswell residents with services not no available. Emphasis will be placed on training i mobility, communication skills, specialized self help skills for the blind, peer interaction, socia adjustment, and vocational skills. Individual programs will be developed for the special needs o each child.

Jerry R. Hodges who came to Caswell on February 12 is the Vocational Rehabilitation Counselor for the program. Edward Davis who ha worked in Cherry Hospital and the Eastern N.C School for the Deal is the Instructor and Lyn Deaver is the secretary. A rehabilitation aide wi be hired soon and these few people will be th program staff. Some Caswell staff members wi give some of their time (from 2%-10%) to th program.

One hundred and seventy five referrals had already been received by the middle of March fro divisions teams or the medical staff.

Eligibility is based on the following:

1. Client must be a mentally-retarded residen of Caswell Center.
2. Client's vision must meet standards for ai by Commission for the Blind. Generall those are the presence of **one** or **more** of th following conditions:
   - A. Acuity of 20/200 with correction or wors
   - B. Acuity between 20/100 and 20/200 wit correction **and** difficulty.
   - C. Visual field of 30 degrees or less.
   - D. A progressive degenective eye conditio

(Please turn to page 8)

DEAF—BLIND PROGRAM

"Happiness. It isn't found in seeking for it. It comes quietly when you are helping someone else." When one read that sign on the classroom wall one wanted to change the adverb. Happiness here comes splendidly, radiantly and in bursts of glory.

The enthusiasm displayed by Cathe Bruce, teacher, Cheryl Bright, Special Training Instructor and Randy Harrell, Special Training Instructor Trainee, makes anything seem possible.

The deaf-blind program has been in operation at Caswell since January, 1973. It is supported by federal funds. A deaf-blind child for the purposes of the program is defined as follows: a child who had both visual and auditory impairments, the combination of which causes such severe communication and other developmental and educational problems that she cannot properly be accommodated in special education programs for the hearing handicapped child or for the visually handicapped child.

The important word is "combination." If a child has both impairments, regardless of degree of severity, and due to this combination is excluded for existing programs and services, then she is deaf-blind.

There are nine residents in our deaf-blind program. One is mildly retarded, one moderately and the others severely or profoundly. By regulation they must be between the ages of six and twenty-one. They receive training under the broad headings of mobility, self-help, feeding and socialization.

The staff goes to Lee-3 to help Jay, Johnny, Gary and Elmo at meal times. "If we had a building, like one of the staff houses, we could train all of them to feed themselves," remarks Mrs. Bruce. At present the program is housed in two classrooms in the recreation building.

"Our main purpose is to get them to function better," explains Mrs. Bruce. This can mean many things. In Anthony's case it means working to try to get him into the Good-Will Agencies so that he can be employed in a sheltered workshop. He already knows about two hundred manual communication signs.

In Lucy's it means trying to get psychiatric help. Among other things in Lydia's it means trying to get a hearing aid.

"All we can do with Loyd is maintenance," says Mrs. Bruce. "He has mastered his self-feed skills. We are trying to get him transferred to an institution in South Carolina so that he'll be nearer his mother and she can visit him."

"Gary was toilet trained in four days. He loves to be praised. His foster-grandparent, Mr. Collins taught him to walk. Mr. Collins and Gary have a very good relationship."

"Look at Rebecca. She loves dressing up. That's how we reinforce her." Rebecca struts proudly in long dress, high heels, and curly wig."

The deaf-blind program makes use of behavior modification techniques. It is easier to reinforce some children than others. Elmo does not respond to praise like Gary.

Mrs. Bruce holds Jay in her lap as she explains the program of sensory stimulation. They use thermal bottles, light bulbs and for olfactory training, pictures of such culinary delights as chocolate and strawberries which give off the appropriate smell when scratched.

It is clear that she is very interested in Jay. "He used to do nothing but lie in bed and beat his ears. Everybody said he had no capabilities and there was no point in putting him in a program. We took him. He's been in our program only since August." A bright little "we showed them" smile crosses Cathe Bruce's face. "Now he walks if you hold his hand. He feeds himself if you help him to scoop his food. He used to eat ground food out of a bottle. You just wouldn't believe how much he has changed."

The workers in the program are proud of what they have done to help their students. In addition to training they go to buildings to escort their charges to class. They also perform all janitorial duties.

They are very grateful to all those who help them. "If it weren't for the health care people in the buildings we couldn't carry out our toilet training program." said Mrs. Bruce. "They are just great." She added that when they needed any medical information or guidance Dr. Nora Hsu and Mrs. Carol Privette, R.N. were very helpful.

The Bureau of Education for the Handicapped under which the program is operated is at present willing to pay for three parents to go to Raleigh for training so that they can cooperate in training their children. Without teamwork this great task of training the severely handicapped cannot be done.

Another notice on the classroom wall is made up of four words—"caring, sharing, loving, doing." They certainly describe the action going on here. It is very clear that the workers care for and love the children. Both workers and residents are doing things. What the three workers share with their charges is an undaunted enthusiasm for living.

———o———

PROGRAMS MAKE A DIFFERENCE

Happiness is going to school. You don't believe it. If pressed you might concede that it is true for a few bookish people. A look into Abe's very blue eyes and the sight of his toothless smile as he sits in his wheelchair in class would change your mind. Nobody could accuse Abe of being bookish although he did persuade the sheriff who brought him to Caswell from the coast when he was admitted to buy him a Bible because it was his birthday.

Now for the first time in his fifty-three years of life Abe has the chance to go to school. As a young mildly retarded physically handicapped boy long ago he was not allowed to go to school. He crawled around and children made fun of him calling him "frog." He grew to manhood. Nobody trained him to work.

On his thirty-sixth birthday he came to Caswell. Well-meaning people in his community said he needed custodial care. It was not right for him to sleep hungry under the stars. At Caswell there was good food and a warm bed.

Abe came here for custodial care and that was what he got but it was not enough. He was not happy. There was nothing for him to do. He developed an ulcer. He vomited when he ate.

At that time we had no staff for regular programs for adults. Now we have reorganized and Abe is in Division I which is one of our nine divisions.

This is a division for severely handicapped residents.

Abe goes to school every morning. His teacher, Mrs. Linda Jenkins, says he is a good student, one of the best in her group of six, all of them are very interested in coming to school daily.

Abe also goes to recreational activity every day. The recreation worker, Mr. Ronnie Taylor, enjoys working with him because it is so obvious that coming to the group makes Abe happy. He doesn't vomit when he eats now. He takes an interest in life. He has found himself a girl friend.

"Abe eats pureed food," explained Mr. Taylor, "but when we had a cookout last week he ate hot dogs and cookies. They didn't bother him one bit."

Reorganization at Caswell has made it possible for middle-aged, handicapped people like Abe to grow and develop. We are hoping that many will develop to the point where they are ready to return to the community and that there will be programs there to help them to grow throughout life.

———o———

GOOD NEIGHBORS

Do you welcome retarded people? If a group home for retarded citizens was set up in your street would you welcome them? If not, why not?

Would you say, "They don't have good judgment. This group home lowers our property value. Why did they pick our neighborhood? They like being with their own kind. They ought to be in the beautiful environment of Caswell Center where they are safe. I can't understand why people want to push them out into the harsh cruel world?"

The world is harsh and cruel for the retarded only if normal people make it so. We are asking people to change. We are helping the retarded to change by teaching them appropriate forms of behavior but it is only in the community that they can practice this behavior. We are asking you to let retarded people prove that they can live among you.

Recently two films about the retarded in the community were viewed by workers at Caswell. One showed retarded workers in private industry. There are two million of these in the U.S.A. and another million could be employed if people would hire them. One employee pointed out that with his retarded workers the accident rate was zero. Another praised a dishwasher who had stuck at his job for four years. All others who had been hired for this job had left in a very short time. The director of a work training program stated that ten of his retarded graduates had taken their families off welfare in Phoenix.

The other film showed a retarded young woman leaving a large institution to go to live in a group home. Some people welcomed their retarded neighbors but there was organized opposition based, it seemed, on fears rooted in deep seated prejudice.

At Caswell we are working to prepare our residents to return to the community so that they can live fuller, less regimented, more satisfying lives. Recently one lady aged about seventy went to a group home near Goldsboro. Some people thought it cruel to take her there for she had lived many years here and was used to us. Recently her Caswell social worker visited this lady and found her contented. She said she was enjoying the homecooked meals and the fact that she did not have to walk in all types of weather to the dining room. She liked the couple who operated the home. She had no desire to come back to Caswell.

Would you welcome retarded people in your neighborhood? Are you willing to give them a chance to prove that they are good neighbors?

———o———

SUCCESS

The social worker from the Community Services Department who visited Charlotte this week was excited when she came back. And she had cause to be for she was bringing a success story.

"I could hardly believe it," she said, "but I saw it with my own eyes. He was unloading meat from a truck when I saw him. The director of the rest home says he does all sorts of things. He works in the yard, he rides in the truck to town to help to load it, he just makes himself generally useful and he earns his keep. The director said he really earns every penny they give him."

When middle-aged, severly retarded Ted left Caswell over a year ago to go to the rest home in the country outside Charlotte he received assistance from the Department of Social Services that is he was on welfare. This is not so now. He still receives assistance because he is disabled but it is no longer supplemented by money from the Department of Social Services.

"I just couldn't believe how happy he looked," added the social worker. "When he left Caswell I was sure he would have to come back."

She thought this because Ted was very reluctant to leave. It took much persuasion to get him to go and he did not look happy when he set off for Charlotte in a State car.

Ted lived at Caswell for over twenty years. He worked in what is known as the colonies which means he helped to care for very severely handicapped residents by performing such jobs as changing their clothes, helping to wash them, and cleaning the floors. His life was very restricted but it was the only life he knew.

Now he performs a variety of tasks. He travels to Charlotte. He has a private room. He partially supports himself. He has grown and developed in his middle years.

If you are tempted to think that the mentally retarded are happiest when living with people like themselves in institutions shut off from society remember Ted. There are many others like him and at Caswell we are working to help many more to join that happy band.

———o———

LOVE STORY

And they lived happily ever after. When young we were convinced that the hero and heroine did just that but soon we began to question the idea that marriage was always the passport to a happy life and nowadays many people just don't believe in love stories.

We saw one in action at Caswell this week when Hazel and Fermon, former residents, visited us. We don't know of course if they will live happily ever after but they have been married for a year and they are obviously proud of their state of matrimony. They hold hands as they walk.

When one admires Hazel's coat she says with a proud little smile "Fermon bought it for me."

On parting she says, "I told you I'd marry Fermon when I got out of here. I waited a year but I did it."

Had Hazel and Fermon not been able to leave Caswell they would not have been able to marry. They would have been denied what is surely a human right. To marry is the normal thing to do.

They would have been denied the opportunity to work in private industry. Both of them now work in a cafeteria in a city in North Carolina. It is normal to earn one's living.

Out in the community Hazel and Fermon have found a meaning and a purpose. They reported that they had visited Nashville, Tennessee and Washington, D.C. For many workers travel is normal.

If it had not been for programs at Caswell these two people would not have been ready to return to the community. And Caswell was not the only helping agency. Vocational Rehabilitation helped then and so did the Commission for the Blind. Fermon is legally blind. The apartment they live in is a boarding situation operated under the aegis of the Commission for the Blind.

Hazel and Fermon are happy and productive. They are living a normal life in the community. The proof of the pudding is in the eating and when we say that the mentally retarded ought to live in the community we have to be able to show that it is possible. Hazel and Fermon demonstrate this.

Their success in community living would not be possible without the team work of various agencies.

Caswell is happy to be on that team.

WELCOME TO VIC STANFIELD

"Its purpose is to promote, through cooperation with other agencies, the ability of the boys to do things for themselves and others, and to teach them patriotism, courage, self reliance and kindred virtues." Most people will agree that such virtues are much needed today. Many will recognize that this is a quotation from the official statement of the purpose of the Boy Scouts of America.

How many would agree that such things ought to be and can be taught to retarded youngsters? Secretary Flaherty of the Department of Human Resources is one. He has sent a worker to each of the Four Centers for the mentally retarded in the State to organize Boy Scout troops. Girl Scouts troops will come later.

Vic Stanfield, a recent graduate of East Carolina University with a B.S. degree in Health and Physical Education, has come to Caswell. His first task is to organize a committee to find troop leaders.

Mr. Stanfield is excited about his work. He quotes the purpose of the Boy Scouts of America and asks "Doesn't this sound like the purpose of Caswell Center?" Indeed it does. It certainly is one of our aims to teach our residents to help themselves. We have a planned program for each resident that is tailored to help him to grow and develop to the greatest possible extent.

Like the Boy Scout Movement we at Caswell have to cooperate with other agencies to achieve our goal. We welcome Mr. Stanfield and wish him success in setting up Boy Scout and Girl Scout troops at Caswell. He will need assistance from Caswell employees and from citizens in the community. Those who volunteer will have the satisfaction of knowing that they are helping others to help themselves and to acquire the virtues on which all worthy civilizations have been built.

PARENTS OF THE RESIDENTS OF CASEWELL CENTER

We the members of the Caswell Center Parents Association are asking you for your support. If we are to do our share for our children, we need your financial help and your attendance. We meet every third Sunday at 3:00 p.m. in the Social Service Building at Caswell Center. Please come and see what you might be able to do for your child and mine. Everyone will be welcomed and our dues are $1.00 each month. If you have a problem and need our help, please let us know.

Claude L. Penwell
P.O. Box 14
Havelock, North Carolina 28532

"DIVISION B BLAZES A TRAIL"

"Caswell cannot take the place of family responsibility, love and moral support." This we believe. You must often have read it on the cover of this magazine.

We are most eager to involve residents' parents in all that we do and plan to do. Mr. Penwell, chairman of the Caswell Parents' Association, is now on the Advisory Committee which meets weekly on Monday afternoons.

It is important that parents know what we are doing and why we are doing it. We can and do write to parents but talking face to face is a more satisfactory method of communication.

Division B is to be congratulated. Its management team was the first to see the need for a Divisional Parents' group and to take action.

A letter was sent to all parents inviting them to come to a meeting at Open House on December 19th 1974. Only eight families were represented at the meeting but 37 telephone calls and 43 letters were received from interested parents unable to attend. The social workers conduct the meetings. Members of Division B staff are invited to attend.

The second meeting was on Sunday, February 23rd and the third on Sunday, March 23rd. Sunday has been chosen because more parents are free to come then. The meeting place is the chapel, not because of the day but because of its size. The time is from 2:30 till 4:00 p.m. Coffee, lunch and cookies are served.

Mr. Dwight Eastwood, social worker, says that the primary purpose of the meetings is educational. At the first meeting the divisional system was explained. Community Placement was the theme of the second and Patients' Rights of the third. At each of the next six meeting a film on Mental Retardation will be shown and discussed.

The gatherings are also therapeutic for the parents can share experiences and feelings.

After each meeting a newsletter is sent out telling what happened. Parents are asked what they would like to discuss. They are going to be asked to write letters and articles on subjects that concern them.

The fact that the attendance is growing indicates that these gatherings are meeting a need. Seventeen families were respresented at the second meeting and twenty eight at the third. Mr. Eastwood and Mrs. Rhonda Deaver, Division B social workers, are hoping for a large attendance of enthusiastic parents at the summer picnic on the lawn which is now being planned.

Good ideas are infectious. Division G is about to form a Parents' group. We are looking forward to the time when there will be such a group in every division so that parents and staff can work together to help our residents to grow and develop.

PROSECAT IN G

We now believe that every child has the right to education but what about the children who are destructive and self abusive and whose temper tantrums and general behavior make it impossible for other children to learn when they are present? If they are excluded from regular special education classrooms, as they have been in the past, their right to education is being denied: if they are admitted their classmates' right to education is being denied.

The solution is to provide them with preparatory education to teach them such things as to sit in chairs, to establish eye contact, to function in groups and to talk. This is what is being done in PROSECAT an E.S.E.A. federally funded program which began in April in Division G. "Our children have a bunch of behaviors that inhibit teaching them," explains Mrs. Debi Thompson, special education teacher, who with Bobby Henderson, behavior modification trainer, is employed full-time in the program which began in April. Al Neumann, psychologist, and Miss Debbie Hendricks, speech pathologist, work part-time in it.

Many children with a variety of disorders ranging from childhood schizophrenia to mental retardation with severe behavior and communication disorders were referred. Seven were chosen. "We took the ones that needed help most," says Al Neumann.

At present each of the seven comes for one hour a day and is taught individually. Eventually they will come all day like other children and will be able to work in groups. Individual work will be contained when needed. Plans are being made to have a building for the program.

Al Neumann stresses that only positive reinforcement techniques are used. "No criticism, no coercion, no nagging, no punishment, no aversives," he stresses.

The workers are delighted with the enthusiastic cooperation they have received from cottage parents from Miss Linda Loomis, Division G. Director, from Mrs. Linda Watkins, habilitation specialist, from Mrs. Patsy Pittman, E.S.E.A. Coordinator, and from Dr. Carlos Coello, Director. They need co-operation for the work done in the program must be followed up throughout the whole day if the residents' behavior is to be changed. They hope to be able to interest the parents so they can give them the tools they need to manage their children.

When a child is ready to go to a special education class his or her place will be taken by another in desperate need of help.

If you are tempted to regret that only seven children are being helped picture the outward spreading ripples when a stone is thrown into the water. If this program works (and for the workers in it "if" should be read as "when") its influence will spread. Plans have already been made to make it a training area for Caswell staff. It is being video-taped for the evaluation purposes and for staff training. Al Neumann will do research in the program.

We have faith that this project will be small acorn from which a giant oak will grow.

By the way PROSECAT stands for Program of Social Enrichment for Children with Autistic Tendencies.

OPPORTUNITY FOR DEVELOPMENT

We are here to help our residents to develop as whole human beings. This includes sexuality. We are now coming to grips with the fact that we have done very little program planning in this area.

Recently management decided we should write a proposal for training. A Committee under the chairmanship of Mrs. Margeryfay Cramer, Social Work Coordinator, was set up. In consultation with the Population Control Center of U.N.C., plans are being made to have a workshop in human sexuality for thirty-five Caswell staff members in April. The goal is to train staff so that they can work with residents to help them to deal with their sexuality in a socially acceptable manner.

People from the Population Control Center will conduct the training. It is their policy that participants be limited to thirty-five, all of whom must be volunteers and must attend all sessions. The workshop will be held off campus in three sessions, each of which will last three days with an interval of two weeks between sessions.

Caswell management will select the participants from among the volunteers. Three people will attend from each Division. Representatives will go from Staff Development, Administration, Community Services, Food Service, The Medical Department and the Chaplain's Office. If advanced training is conducted, it will be offered to people selected from the thirty-five who attend the workshop.

This is a sensitive area. Parents will be glad to know that here too we are planning to help our residents by establishing a policy on human sexuality for our Institution.

(From page 4)

or disease.

3. Clients must be fourteen (14) years old or more. (Residents under 14 may be referred for preliminary screening and evaluation).

An added advantage Caswell will obtain for the program is that a special eye clinic will be set up in addition to the regular clinic we now have. It will have the services of an ophthalmologist.

Mr. Hodges a graduate of UNC Charlotte is interested in mental retardation and research. He likes people. He finds his job a challenge because he thinks there is lots of work to be done in it. We all agree with him and are happy because our blind multi-handicapped residents are being helped.

2
40/4
N. C.
Doc.
NORTH CAROLINA STATE LIBRARY
RALEIGH

The
CASWELL NEWS

"CASWELL CANNOT TAKE THE PLACE OF FAMILY RESPONSIBILITY,
LOVE AND MORAL SUPPORT"

Columbus Day '75

"You're crazy," they said.
"It's not possible to sail
round the world. And besides
you're wasting time and money.
As taxpayers we object."

"You're crazy," they say.
"It's not possible to teach
the profoundly retarded.
You're wasting our resources.
As taxpayers we protest."

How slow we are to grasp ideas
but the good news is that
finally we learn.

October, 1975
Volume XL
Number 4

The Caswell News

Volume XL - No. 4 - KINSTON, NORTH CAROLINA, OCTOBER, 1975 $1.00 Per Year

Published quarterly for the benefit of Caswell Center and for the information of the citizens of North Carolina.
Director .... Carlos Coello, M.D.
Editor .... Jean I. C. Tabory
Circulating Manager .... Vickie Howell
Treasurer .... Evelyn Carlisle

FACTS AND FIGURES

As of September 30, 1975, the total population at Caswell Center stands at 1508 (836 males and 672 females) with an average daily population of 1370.

During the last quarter (July, August, September) there were 12 admissions (7 male and 5 female). Of these 7 were readmissions (2 male and 5 female).

During the same quarter there were 25 discharges (14 male and 11 female).

There were 7 deaths (4 male and 3 female) during this past quarter.

Eighteen applications (8 male and 10 female) were received during this past quarter. Applications on waiting list as of September 30, 1975 were 4.

———0———

CELEBRATION

Father in Heaven, as a
nation we are inclined to genuflect
before the gods of — bigness
— speed
— money
We celebrate (as indeed we should!)
— accords between warring nations
— a pipeline that will span a continent
— an interlocking in space that
has never been able to be achieved
on ground
We celebrate (and almost deify!)
— a Namath
— an Ali
— a Burton and Taylor
Today though, we celebrate
something **different**
Today — at this Luncheon —
We **celebrate "Ten Years of Tenderness"**
— 10 years of weathered hands
reaching out with an assuring
touch
— 10 years of eyes — sometimes
weighted with cataracts — extending a
comforting look
— 10 years of arms and legs and
bodies being reborn
as they dance
&
play
&
love
— 10 years of children being
enriched because
they too can call out "Grandpa"
"Grandma"

We thank you Father
for allowing us as a People
— as Family members
of a Federal Agency —
to **take** the **time** to celebrate
something that isn't . . .
So Big
that isn't So Fast
that isn't So Rich

Bless this food
as the Foster Grandparents
of ACTION celebrate
"Ten Years of Tenderness"
— Amen —

This was the invocation given by the Reverend Shane MacCarthy at the Foster Grandparent Program Tenth Anniversary luncheon in Washington, D.C. on September 12. Nobody from Caswell was there because our Foster Grandparent Program which is the largest in the State is only three years old but North Carolina was represented by Foster Grandparents from Western Carolina Center.

The words of the invocation sum up our problem. Our value system is such that retarded people are not respected. Neither are old people. Both groups are devalued.

What can we do to change this? There is no easy answer.

Wolf Wolfensberger, mental retarded scientist does not approve of the Foster Grandparent Program because he thinks that by the juxtaposition of two groups that are perceived as deviant w contribute to the devaluation of both groups. H does not deny that the foster grandparents hav much to offer but he thinks it would be bette for them to work with normal children and fo people who are valued in society to work with retarded children. By placing the old people wit the retarded children we are not, in his opinion helping to change society's value system.

When we lay aside theories and come to practical immediate matters we have to say that th Foster Grandparent Program has been a ver great blessing to Caswell. Our seventy five foste grandparents are giving a hundred and fifty children love and attention every day. Each work with two children.

The contribution that they are making wa recognized at the third annual Foster Grandpar ents' Banquet held in East Greene School on October 3. Mr. Robert Moody, Assistant Director for Community Outreach and Special Assistant, to Dr. Coello, expressed appreciation from Caswell.

"Today though, we celebrate
something different"

How are we going to learn to do that every day?

———0———

LONGEVITY

Portrait of a Worker

New Year's Day 1940. The dawning of a dark year for Europe. In Spring, Hitler's armies would pour across the low countries and soon Nazis would goose-step through the streets of Paris.

New Year's Day 1940. A cold day in Kinston. It snowed after breakfast. Freddie Ham remembers the day well. He first came to work at Caswell then and apart from the years he served in the Navy, he has worked here ever since which makes him our employee with the longest years of service.

Actually his brother Woodrow has been here even longer but when the farm was transferred to the Department of Agriculture he went with it. In any case the three Ham brothers have more or less the same record for Freddie, Woodrow and Leon became employees on the farm in January, 1940. Woodrow had been a day hand in 1939. He and Leon are still on the farm.

Freddie has had a more varied career at Caswell. He was on the farm for about eighteen months but when needed he worked as a handyman in the carpenter shop. The night watchman died and he took up that position till a new man was hired; then he went back to the farm. Then once more he became a night watchman. He approached Mr. Speight Stroud, Business Manager then and till a few years ago, about a job in the Power Plant which was then part of the Maintenance Department. The present power plant was opened in the fifties. After his talk with Mr. Stroud Mr. Ham's days of moving around at Caswell were over. He was assigned to the Maintenance Department in which he still serves.

On April 6, 1942, he was inducted into the U.S. Navy where he had to move around on a much arger scale during the next three years, seven months and sixteen days till his discharge on October 21, 1945. Among the places he travelled to were Glasgow, Scotland, Liverpool, England, Belfast, Ireland, Swansee, Wales, Panama, Aruba, Columbia, Texas, Virginia, and California. In November, 1945, he came back to Caswell.

Mr. Ham remembers when there were 16 mules o plough at Caswell. There were two big trucks, one for the farm and one for the dairy farms, a ittle pick-up truck for the storeroom and one State car. The farm workers killed fifty-five hogs a day by hand. This happened five times in win-er. They put up the lard.

Where the steam table now is in the staff din-ng room there was a store operated by Dan Jenkins. The Maintenance Department made ice for im so that he could keep his drinks cold. Drinks cost five cents. Mr. Ham's brother and Mr. Tay-or who worked in the storeroom drove employees o town by bus to the movies. This cost a nickel, ound trip.

Of course, a nickel had to buy more then. Nickels were scarce. When Mr. Ham came to work he was paid twenty two dollars a month and for this he had to work hard doing things like carrying heavy pipes on his shoulders. They didn't have the equipment we have now. Many things were done by hand.

There were, as there had to be at such a low salary, many fringe benefits. Rent was free, coal was free and oil was free. Three meals a day were free if you came to the dining room to get them.

Urged to compare the past and the present Mr. Ham said, "I think the old days were the best. You knew what you were doing. You knew what to expect. You knew everybody. You might call it a family more then than now." Naturally there were grumbles in the past too. Mr. Ham remembers that at all Staff Meetings (in the past the staff was small enough for everybody on it to meet) a man complained that one egg for breakfast was not enough for a man who had to do hard work on the farm.

Asked if he thought our residents fared better today, Mr. Ham conceded that more people take up time with the residents today and he is happy to see them getting attention. He remembers some good things that happened long ago. The residents played ball. Every Sunday night there were movies in the Chapel. He remembers this well for he and Mr. Brown operated the projector. A man and his wife were in charge of each of the eight cottages. This is more home-like than the present arrangement.

In answer to a question concerning residents' clothing Mr. Ham replied, "They wore overalls. I didn't see anything wrong with that for I wore overalls myself."

Mr. Ham admitted that part of the reason for his thinking that the past was better is the fact that human beings resent change. "If you move furniture around you've got to get used to it before you feel right," he said.

In 1944 Mr. Ham married Ella Nee Gay who has also worked at Caswell. He has three sons, Robby, Roger, and Randy. He is now classified as an electrician at Caswell.

Perhaps we ought to work at cultivating a family atmosphere among employees. With over a thousand of us it will not be easy.

Portrait of a Resident

Summer 1914. The lives of the happy holiday makers in Europe were about to be greatly changed during the coming years of slaughter.

And Flora's life was about to be greatly changed too. She was going to leave the Piedmont and travel East to be among the first residents of the newly-opened Caswell Training School. The first residents came on June 20. Three came that day. Nine more were admitted before the end of the month. Flora arrived on July 28, 1914 with four other residents, and is still here, having been shut off from the mainstream of society for sixty-one years and three months.

Not for Flora the sense of accomplishment that comes from finding a job. Not for her the thrill of marriage or the joy of children. Her portion has been almost a lifetime institutionalization.

But this story has a happy ending. Flora spent some years in Kendall where she was a working resident performing such tasks as sweeping, mopping, and making beds. Since reorganization she has been in Parrott-4 in Division-H. A trainer and a teacher are working with her. She has all self-help skills and can print her name. Helping other residents is one of her favorite occupations. In the opinion of the division team she is ready to go to a group living situation and it is hoped that soon she will leave Caswell.

It is good to know that reorganization is helping our senior citizens as well as our young people at Caswell. It is exciting to discover that nobody is too old or too retarded to learn. A severely retarded woman aged seventy-five and with a history of psychotic episodes is surely not the easiest person to teach but teachers looking for an easy life do not work with mentally retarded people.

———o———

NEWS FROM VOCATIONAL REHABILITATION

The Vocational Rehabilitation Facility staff has been continuously planning and working on means of improving the program in ways which would best serve our clients, placing special emphasis on the severely disabled and handicapped.

Our most recent study has been on Behavior Modification headed by Mr. Dallas Foscue, Facility counselor. Mr. Foscue has worked very hard at getting the program into "take off" position and on behalf of the whole staff, we salute him! The program has not yet been introduced to the clients but we hope to have it in progress by October 13, 1975, with hopes of improvement in time and with experience.

The Facility is happy to welcome Mr. Jim Silverthorne to our staff. We are sure that a person with his background and experience will be an asset to the program. Mr. Silverthorne's expertise in Behavior Modification will be a healthy addition in the implementation of the program here in our Facility.

Mr. Silverthorne is originally from Washington, North Carolina, and is a graduate of Washington High School and Atlantic Christian College, holding a B.S. Degree in Biology and a minor in Psychology. He is a member of Sigma Phi Epsilon Fraternity. He also attended the University of Tennessee, completing one year on his MSW.

Mr. Silverthorne has held a variety of State agency positions in various locations. For the past 2½ years he was employed by the Behavioral Systems Incorporated of Atlanta, Georgia. He returned to North Carolina in June of 1975, and was re-employed in a temporary position with Vocational Rehabilitation in Behavior Modification at Goldsboro, North Carolina. Mr. Silverthorne is now a Behavior Modification and Adjustment Services Supervisor in our Facility.

Mr. Silverthorne and his wife reside in Goldsboro.

We would also like to welcome another new employee to our staff, Mrs. Linda Marker. Mrs. Marker joined the Vocational Rehabilitation Facility as a Vocational Evaluator on September 1, 1975. Her past work experience has been as a Rehabilitation Counselor and Special Education Teacher in Duplin County.

She has an A.B. Degree from Atlantic Christian College and received her Teacher Certification from East Carolina University. She is doing graduate studies at East Carolina in the Rehabilitation Counseling Degree program.

She is married to Robert E. Marker, a Rehabilitation Counselor in the Kinston Unit Vocational Rehabilitation Office. They plan to move to Kinston in the near future. They are members of the Woodland United Methodist Church and Gideon's International, a group of Christian business and professional men and their wives who distribute and place Bibles in various institutions such as hotels and hospitals.

We trust our new employees will be happy with us and that the new program will be very effective.

Dolores Brown

* * *

S.I.B. PROGRAM — DIVISION-I

People who bang their head with their knees or poke out their eyes are very different from you, are they not? You wouldn't think of doing anything like that, would you? Probably half the residents in Divisions E, G, H and I indulge in S.I.B., that is self-injurious behavior, but normal people don't, or do they?

When talking at the "Orientation to Work for the Blind" workshop sponsored by Caswell Center and the Division of Services for the Blind on September 10, Dr. Frank Kirby, Coordinator of Psychological Services, asked the audience to think about this question.

Do normal people behave in ways that lead to unpleasant conditions, to pain, to something that is unpleasant (aversive is technical term)? Dr Kirby reminded the people listening to him that they had been sitting on hard, uncomfortable chairs listening to speeches for hours. Some might call that a painful experience. People worked in coal mines and picked cotton. A lady in the audience pointed out that many women had their hair frosted which was an agonizing process. The audience agreed with Dr. Kirby that people do unpleasant things if there is a pay off.

So do animals. If an animal is hungry he wil cross a barrier with an electric shock to get food

What's the pay off for the residents who habitually injure themselves? They don't get food and they don't get money and they certainly don' get beauty. But they do get something all human beings crave.

Infants learn that when they cry somebody comes running. Some people do not advance beyond that stage of development. If a child i handicapped parents are apt to respond to tha type of behavior and such children tend to maintain infantile methods of getting what they want Usually as the child grows older parents will no respond as they did so he has to intensify hi tantrums. In the process he may hurt himsel Parents can ignore crying more readily than the can the fact that the child is hurting himsel Gradually the child has to become more and mor abusive.

The pay off for self-injurious behavior is attention. The residents control the staff by thi behavior. Dr. Kirby explained that when he began his S.I.B. program in Division I in the Sprin he first worked with four residents in Johnson His plan was to remove attention as a reward fo self-injurious behavior.

He put the four residents in the bedroom turned on music, shut the door and left the res dents alone for four hours daily. He observed them through a glass.

Josephine had a very high rate of banging her knee on her face. She stopped doing this in three days and in a week stopped all self-injurious behavior. While in the bedroom her behavior had included slapping her face as well as banging it with her knee. One by one the staff were brought into the bedroom. Then the ladies were brought back into the dayroom. Josephine would go up to people and bang her head. They were instructed to turn their backs and walk away. The head banging dropped off rather rapidly after a few days but would recur. It was about two months before it stopped. Her face slapping was also extinguished.

Della too stopped her self-injurious behavior of banging herself against her crib. As she spends her days in a wheel chair the cottage parents were instructed to turn her chair to the wall and pay her no attention when she had tantrums and injured herself.

Dr. Kirby confessed that he had found Joyce, a blind resident, who kicks herself with her knees difficult to work with. She tended to lie in bed fairly quietly by day and indulge in S.I.B. at night. Other blind residents too presented a problem. You must have the ability to think like a blind person if you want to help that person. Blind people do not know you have turned your back on them. The stimulation is primarily auditory. Voice is the first clue somebody is paying attention to them. In the echo chamber of the colonies there is so much generalized sound that discrimination is difficult. One can shut out sight by closing one's eye. One cannot close one's ears. If you make a noise of your own you shut out other sounds. Is that why so many colonies residents yell? We must arrange an environment so that there is not so much noise if we want to help the residents, especially the blind residents.

During this summer two of Dr. Kirby's former psychology students, Sue Corman and Micky Ferrick from California came to Caswell as volunteer workers. Sue worked in Johnson 4. She and Dr. Kirby are very willing to show interested visitors what they are doing. Sue has daily sessions with Joyce who is rewarded for abstaining from self-injurious behavior by being allowed to sit and rock in a rocking chair in the dayroom. Joyce loves to rock.

The fourth lady involved in the initial S.I.B. program is Alice who gyrates, moves her hand oddly, shakes her head and tries to poke out her eye. Her behavior is being shaped too.

In this program we see Behavior Modification Techniques being put to use in an area much needed at Caswell. They are workking. They must be used consistently. When residents stop injuring themselves so violently cottage parents tend to become less strict in refusing to pay attention to undesired behavior so it may recur. Charts are kept. They are the proof that the method has worked.

One day in September Dr. Kirby looked around Johnson 4 and met the thoughtful gaze of a large-eyed young woman in a wheel chair. "Barbara is a case that hasn't been much noticed," he mused. "Look how her arm is bent. She did that by hitting herself. I told the cottage parents to turn her chair to the wall whenever she did it. She doesn't do it any more. What a pity it is that her parents didn't know how to stop her from doing it when she was a child."

It's no use crying over spilt milk but we can use the experts we have at Caswell to see to it that no more milk is spilt.

———o———

YOUR TAXES AT WORK

State Taxes

Incredible is the only word for it. Nobody could adequately describe the effect that paint, glass, and cinder blocks skillfully used have had on Byrum III, the first of the former colony units to be completely renovated. The two drab bleak rooms with their high ceilings, high windows, tiled walls and general antiseptic aspect have been transformed into a bright colorful place full of light. The vast bedroom has been divided into several rooms — real rooms not merely places set apart by partitions, rooms with closets. There are big windows too at the right level for looking out and for light to stream in. There are partitions in the bathroom to give privacy and toilet seats for comfort. The ceiling has been lowered. The dining room is separated from the living room by a low wall and there is color. Who would have imagined that the green, blue, orange, and yellow — all very bright — would combine so delightfully? With the addition of furniture and drapes Byrum III will be a charming dwelling place.

It will not be the only such place at Caswell for all the Byrum and Kendall buildings are being renovated. So is Tapp building. An addition is going to be made to the sheltered workshop and a bathroom addition to McNairy. A new dining room for residents is in the process of construction and plans are being made to build a facility for two hundred non-ambulatory residents.

These improvements are being made to give residents more privacy and to let them live in as home-like an atmosphere as possible. They are necessary also to enable us to meet the Joint Commission of Accreditation Standards for Hospitals and ICF Standards.

Several million dollars will be spent on capital improvements.

Federal Taxes

Byrum III is not the only place where paint is changing the face of Caswell. In what was formerly the music room in what was formerly the Academic School, and is now known as the Barnes Development Center, the charming colors on the walls look like orange and lemon but are really apricot and buttercup. About a year ago the music room became the library. Thanks to a Title I Special Library Service grant obtained through the Department of Cultural Resources, Special Services Section, with the assistance of the State Library Consultant for Institutions the library will have a new look.

This will be the residents' library although some professional books will be housed there till other arrangements can be made. The shelves will be placed at a level appropriate for the students. There will be a carpet sturdy enough to withstand the pressure of wheelchairs and flecked with orange, yellow and green and co-ordinated drapes. Already new fluorescent lights arranged to supply the best foot candle power have been installed.

There will be no bulletin boards to mar the brightness of the walls. The new modern furniture will be arranged so that students can make their own bulletins on the pegboards attached to it.

Mrs. Bernice Stroud, librarian, and Mrs. Patsy Pittman, E.S.E.A. Education Coordinator, are proud of the fact that the Caswell library has been selected to be used as the model library for state institutions for the mentally retarded.

No new books will be bought till 1976 but, of course, nowdays books are but one of the many delights found in libraries. When the request for the grant was made it was justified in these words: "Through a multimedia stimulation program and environmental engineering of library facilities, contribution will be made to the development of maximum self-reliance of residents."

Long ago Bacon said, "reading maketh a full man." We are sure that using the library resources will help our residents to grow and develop. Mrs. Stroud conducts classes for residents and assists trainers who bring their students to the library. We are all looking forward to the opening of the renovated library. It will be a pleasant place for our residents.

———0———

STAFF NOTES

Mr. Robert Moody, formerly Director of Division F, has been Assistant Director for Community Outreach and Special Assistant to the Director since October 1. Among his duties he coordinates and evaluates **on** efforts to provide the most efficient delivery of services to the mentally retarded in the center and in the community. He has the responsibility of seeing to it that our placement and follow-up services are adequate. He has been charged with establishing good public relations.

He supervises Volunteer Services and helps the Director to supervise Admission and Discharge Services and to monitor the Title XX Program. He is the Caswell Center Co-ordinator of the Foster Grandparent Program.

* * *

Mr. Melvin Kurzer, formerly Assistant Director for Community Services, on October 1 became Director of Project XX Activities. He is directly responsible to the Regional Office. Caswell Center will purchase program and case management services for the Title XX Project and the project will utilize Caswell facilities including Hardison Hall.

Dr. Robert R. Ratcliffe, Eastern Regional Director wrote, "we were very fortunate to have a person with Mr. Kurzer's background and expertise to head up this important project and I am looking forward to the development of close cooperative working relationships with Project XX to provide the best community preparation, placement and follow through services."

* * *

Divisions C and D have joined to form one division. Mr. Guy Johnson is Division Director.

Miss Elaine Walker, formerly Director of Division C, is now Director of Division F.

* * *

The eight Division Directors are now administratively responsible to the Center Director.

* * *

On October 1, Miss Susan Herring joined ou staff as a therapeutic dietician. She will work i the medical department. Her goal is to upgrad the nutritional status of all residents.

She is from Roseboro, North Carolina and ha a B.S. with a major in nutrition from E.C.U. an an M.S. from the University of Tennessee.

After working for six months she will take th examination dieticians need to pass to be licensed

This is Miss Herring's first job and she think it is a challenge to try to help mentally retarde people.

———0———

A STEP FORWARD

Would you rather share a bedroom with thirty-nine other people or with one? How would yo like it if a nurse told another person to lie o your bed so that she could take her temperature You could not blame the busy nurse for the bedroom is large and your bed is near the door. Ho would you like it if only a very few of the peopl who shared your living quarters could carry o a conversation with you?

This was the kind of life Katie lived here until she left last week to go to a beautiful grou home with large windows, many fireplaces, abundance of plants and a workshop on the premise and another in the neighboring town to whic clients are driven.

We are proud of Katie. She came to the poin where she was able to choose to leave Caswell an to state clearly to her father the reason for he choice.

She lived here for twenty-two years. She i forty years old. When her parents placed her her they thought it was for lifelong care. Her fathe was not easily persuaded that his daughter coul live a fuller life away from Caswell but in the en he agreed.

Katie spoke to him, "You know, Daddy, tha I like to have my own things around me. I lik to go to church. I like to share a room with jus one other person."

Katie is one of the many retarded people wh do not need care in a large institution. She, herself, came to recognize this. When her father sa the group home to which she was going he to was convinced. We hope that soon the public wil realize that there are alternatives to institutionalization.

———0———

DO YOU KNOW THAT?

Camping was a big success this year. Whe Nancy saw her picture taken at camp displaye on a bulletin board with many others sh chuckled with delight and brought friends to se their pictures. At camp residents have valuabl experiences they could not have at the institution.

Camping contrary to expectations was a fisca success too thanks to generous donations fo which we are very grateful, E.S.E.A. funds an the fact that residents who work in accordanc with Department of Labor Standards earned enough to pay for their vacations.

Mrs. Gertrude Waters who co-ordinates our camping program is happily looking forward to camping '76. We have four hundred dollars in hand to start our camping fund.

Three Caswell employees have earned PIT certificates and are ready to teach. PIT means Preventive Intervention Techniques. The technique is designed to prevent injury to staff and residents. The first aim is to prevent aggressive behavior. Twenty employees took the course which was taught by Mr. Vernon Kincaid, an advocate for the retarded at Western Carolina Center. The graduates are Joe Pipkin, Leon Prater, and Tyrone Salvador.

* * *

A large group of parents of residents met at Caswell Center on Sunday, September 21. Dr. Coello asked for a few minutes of their time to clarify the position of Caswell. He explained that our function is to habilitate residents with a view to their being placed in the community when they are ready to go and when there are suitable community resources to which they can be sent. If they go they are going to where they will receive better service — not equal services but better services — than they can get at Caswell.

* * *

Jamie Taylor, a resident — Division B, after taking part in the State Special Olympics was chosen to compete in the 25 yard and 50 yard free style swimming races in the Internation Special Olympic games at Mt. Pleasant, Michigan. He came in fourth.

* * *

Mrs. Judith Kurzer, Assistant Director for Resident Programs, attended the Regional Forum of the President's Committee on Mental Retardation in Atlanta from September 28 thru 30, by nvitation.

* * *

Caswell's Boy Scout Troop attended a Camporee sponsored by the North Carolina Department of Human Resources at Camp Durant in Raleigh. Activities began at 5:30 p.m. on Friday, September 19, and lasted till Chapel on Sunday. Sixteen Scouts and six leaders attended.

* * *

On August 21 the boys in Cottage 2 in Division F were hosts at a dinner party given to guest they selected. They helped to cook the meal in the kitchen of the Home Economics Department. The vegetables served — butter beans, tomatoes, and corn on the cob — were grown by the boys in their garden behind Division F headquarters.

* * *

On August 15, the Boy Scouts started operating the concession stand at the Friday night movies on campus. They sell popcorn and drinks.

———o———

TOWARDS UNDERSTANDING

Have you ever wished you could get right inside the skin of another person so that you could see with his eyes and know what he was feeling? That is what the nine division directors and the assistant director for programs were trying to do at a sensitization workshop coordinated by the Staff Development Department on Tuesday, September 9.

Many retarded people have other difficulties in addition to mental retardation. They cannot see and hear well. They have difficulty in walking. The aim of the workshop was to help the participants to understand some of the frustrations and inhibitions which a retarded person may experience in addition to certain developmental disabilities.

As they tried to perform such tasks as buttoning their clothes with their hands in heavy industrial gloves, reading with eye patches, climbing stairs and balancing on a beam with arms and legs tied, they confessed that they had new insight into what it means to have sensory motor handicaps. And as everybody laughed at everybody else they began to think about what it means to be the one that others mock.

On September 10 and 11, in commemoration of Sight Conservation and Work for the Blind Month, a workshop sponsored by the Division of Services for the Blind and Caswell Center was conducted by Jerry H. Hodges with assistance from Charles Branch, Mobility Specialist and Frank Kirby, Coordinator of Psychological Services at Caswell.

One speaker informed the audience that Helen Keller said it is not blindness itself that is hard to deal with but the attitude of sighted people.

How hard do we try to get inside the skins of handicapped people so that we may dimly see what life is like for them? How hard do we even try to get to know them? Do we sometimes avoid them? Is that why we tell ourselves they are happier in institutions? At Caswell we see anew every day that handicapped people, no matter how severely handicapped, have the same needs as other people.

———o———

SOCIAL SKILLS

What skills are essential for survival in our society? One could conduct a theoretical debate on this theme but workers at Caswell have made some practical discoveries. One is that occupational skills are not enough.

They are certainly needed. In our society most adults work. It is the normal thing to do. When we admit residents to Caswell we make plans to prepare them to return to the community where hopefully they will find employment. Some of course will have to be employed in sheltered workshops.

In our Occupation Education Department we have a sheltered workshop funded by E.S.E.A. John Aldridge coordinates this. There selected residents between the ages of 18 and 21 learn to perform certain work-related tasks. Most learn well.

Some of those who learn well do not succeed when they leave the institution. The reason for their failure is lack of social skills.

To prevent this Special Emphasis classes are going to be taught daily by the special training instructors in occupation education. The subjects taught will be such things as Community Awareness, Employment Opportunities and How to Apply for Jobs, Personal and Social Hygiene, Proper Use of Leisure Time, and Money Management. Five instructors recently graduated from a course in Teaching Techniques.

Before we reorganized at Caswell the Industrial Arts Department was part of the Training and Education Department. Now it is part of Occupational Education which is part of Centralized Education Services. In it Lindwood Stroud serves residents aged from 11 to 18 who have had no training in prevocational skills and need further training in social skills. He will refer them to the division teams whose members will make the decision to send them to the workshop where the emphasis is on community readiness.

And the chief ingredient in community readiness is the possession of social skills.

———0———

ALTERNATIVES

A.

I saw a miracle last month — a meal-time miracle. Six children, one by one, picked up a tray of the type in which food is served in airplanes and carried it to a dining room table. Nothing wonderful about that you say. But these children are deaf, blind and severely retarded.

Their teacher laid her hands on each child's lips as a sign that it was time to pick up his or her tray. Five of the children fed themselves.

It took much training to get these handicapped children to this point. Much attention is paid to carrying a tray because children must have this skill before they can be admitted to public schools.

These children are students in Howell's School which is part of Howell's Child Care Center, Inc. This facility was visited by members of the Association of Eastern North Carolina Psychologists in September.

The facility provides interim residential placement for pre-school and school age multiple-handicapped children. As at Caswell the aim is to help each child to grow and develop.

The children live in licensed group homes. Group homes are more conducive to development than institutions because they deal with smaller numbers than do institutions and therefore there is no need for regimentation. In Howell's School meal times are planned learning situations. In Caswell because of the schedules necessary for the smooth running of a large institution meals have to be eaten rather quickly. The residents do not sit at small tables. It is easier to make arrangements for six people to eat lunch than for a thousand. Numbers alone would make large institutions denormalizing.

In a book published in 1973 Dr. Burton Blatt, an authority on mental retardation, concluded that institutions are unnecessary; that there is no retarded child that cannot be cared for in the community, more vigilantly, more humanely, more cheaply and with more of an opportunity for different segments of the community to participate meaningfully than in our existing institutions.

There are alternatives to institutions. Our workers in the Community Services Department at Caswell are seeking them out every day. We need more in Eastern North Carolina if our retarded fellow citizens are to be given the opportunity to live lives as like our lives as possible.

B.

Retarded children and adults like other handicapped people need help but we must ask ourselves how and where they can best be helped. In the past in Eastern North Carolina people were apt to assume that Caswell Center was the best place for retarded citizens. Now we are questioning this assumption.

One of the great disadvantages of large institutions is that there are always very many residents and this makes it hard for everybody to get individual attention. Severely retarded people especially if they are physically handicapped need to be helped on a one to one basis.

Three Caswell workers who visited the United Cerebral Palsy Developmental Center in Greenville last week were reminded of this when they saw three workers busy with five children. There are only eight children on the roll as present. Al are physically handicapped. Wheelchairs are made to suit individuals and there are other devices on which the children can move.

These children go home at night so they are not shut off from family and community. Their parents learn how to help them and they see what is being done at the center.

One of the children was only three years old. It is very important to begin to help retarded children as soon as possible.

One former student is an example of how much a physically handicapped child can be helped. After an operation when she had been only a few months in the first grade, she hated school. She refused to go. She came to the center for physical reasons. She could not control her bowel movements. Among other things she slowly learned to clean herself after these. A worker took her on a visit to a different school. According to her age she should be in the third grade but had it not been for the teaching and encouragement she received in the center she would not be in school at all.

This child has been enabled to live a normal life. Our aim in working with the handicapped people is to help them to live lives as like those of normal people as possible so that they can be integrated into society.

These are many ways to do this United Cerebral Palsy is a private agency. Caswell is a State Agency. If handicapped people are to be helped to help themselves we need to have variety in our system of service delivery.

———0———

"HAVING THOUGHT THEY SAID"

"I have tried to say that all human beings are inherently valuable, that all people must have inherent rights and privileges and that, included in these rights, all people must have access to a broad spectrum of opportunities to ensure optimal development, and that such development i enhanced in integrated and open settings."

Burton Blatt

* * *

"Even the fact that parents can no longer b held responsible for the support of handicapped children who have attained the legally defined age of adulthood bespeaks subtly of a new lega interpretation of the handicapped adult as an adult rather than an eternally-dependent child —even if he should require legal guardianship throughout his adult life.

Wolf Wolfensberger

22
41/1

NORTH CAROLINA STATE LIBRARY
RALEIGH

N. C.
Doc.

The CASWELL NEWS

"CASWELL CANNOT TAKE THE PLACE OF FAMILY RESPONSIBILITY, LOVE AND MORAL SUPPORT"

On listening to the Caswell Chorus

"All is calm," they sang
"All is bright"
And looking at their faces
We believed that they believed it.
But how could we believe it?
How could this be
In a world where children are born
Grossly deformed?

"Let earth receive her King"
They sang and
We remembered that His birth too
Didn't meet human expectations,
So indeed we can believe that
All is bright,
For in the Great Designer's plan there are
No botched births.

January, 1976

Volume VLI

Number 1

The Caswell News

Volume XLI - No. 1 - Kinston, North Carolina JANUARY, 1976 $1.00 Per Year

Published quarterly for the benefit of Caswell Center and for the information of the citizens of North Carolina.
Director .... Carlos Coello, M.D.
Editor .... Jean I. C. Tabory
Circulating Manager .... Vickie Howell
Treasurer .... Evelyn Carlisle

"CHRISTMAS WAS?"

What was Christmas to you? Each must answer for himself. At Caswell the matter was summed up in the sentence under one picture of a rather unusual series showing two Eskimo children celebrating the holiday. These pictures were on a door in Division-I. The sentence was, "Christmas is sharing."

And so it was here. The joyful task of decorating was shared. Many staff members worked together to turn the living units into magic kingdoms. Bells, wreathes, candles, holly, mistletoe, ivy, poinsettias, Angels, reindeers, Santas, trees, abounded. Color and light were everywhere.

Some shared their skill with residents and encouraged them to make ornaments. The trees in Hardison Hall in Division-A and McNairy in Division-F were trimmed with ornaments made by residents. Very likely other trees in buildings through which this observer did not stroll were also adorned with home made decorations.

Some shared their talents in training residents for the Christmas program. At the performance of "The Night Before Christmas" the actors shared laughter with the audience. The children in this play certainly did not rest in peace in bed on Christmas Eve and their antics were amusing. An intriguing figure by the fire place was recognized as the mouse only when his tail was seen at his exit. He certainly was a stirring mouse.

The singers in the Caswell Chorus shared a sense of Christmas peace when they sang in various churches. "All is calm: All is bright." As one listened one believed.

Parties are shared experiences. We had so many that like the sands of the sea they cannot be numbered but each one was enjoyed by the residents and we are grateful to all the volunteers who gave them.

Christmas is now a thing of the past but we hope the spirit of sharing will remain. If normal people were willing to share the business of ordinary day to day living in the community with mentally retarded people there would be no need for large institutions in which mentally retarded citizens are separated from their fellow men.

PROGRESS

Carol came to Caswell in 1967. Her parents brought her here because they thought her home could not offer her the educational opportunities she needed now that she was nine years old. Moreover she was too heavy for them to carry from place to place. A victim of cerebral palsy Carol could not walk.

The community had nothing to offer Carol. In truth Caswell too at that time had nothing to offer her except good nursing care.

A psychologist was so upset that she spent some time giving this child reading lessons. When the staff at Caswell increased teachers were able to give Carol lessons and then a class for physically handicapped children was set up in the academic school and Carol was able to leave her hospital living unit for some hours each day and go to school like other youngsters.

Why was the psychologist disturbed that Carol was not being taught? Because Carol tested as midly retarded and it was thought that this reflected her lack of experiences and that she was actually brighter than that. It is normal to regret that talents are not being developed.

At Caswell in 1967 there were actually hundreds of people some of whom were children whose talents were withering away. True these people being severely and profoundly retarded had no talent for such activities as reading and writing but they could have been taught to do such things as feed and dress themselves, brush their teeth, sing, dance, and get along with other people. It would have taken more staff than we had then to do this.

At present Caswell Center and the other three centers for the mentally retarded in this state are being sued by the North Carolina Association for Retarded Citizens. The members of this association say that all children have the right to education.

November 16 to 22 was American Education Week, a time to think about education. At Caswell we are happy because the legislature has given us more teaching positions and so many more residents are now in education programs. Things are much better than they were when Carol came but we still have much to do.

Carol celebrated Education Week by going with four other members of her class to eat pizza in town. They saved money by collecting drink bottles. One class member didn't collect and did not go because he couldn't pay. Going to town is educational too, especially when you spend your day in a wheelchair in an institution. And so is learning to pay for things with your own money.

SOMETHING NEW AT CASWELL

Dr. Mariano A. Roca from Columbia has joined our staff. A specialist in Physical Medicine he will meet a great need here. He came to us from New York City.

The following is an account of what he plans to do at Caswell in the area of Physical Medicine.

Definition and Objectives

Physical Medicine is that branch of medicine using physical agents in the management of disease.

Rehabilitation is a creative procedure which includes the cooperative efforts of various medical specialists and their associates in other health fields to improve the physical, mental, social and vocational aptitudes of persons who are handicapped.

Physical Medicine and Rehabilitation involve treatment and training of the patient to the end that he may attain his maximal potential for normal living physically, psychologically, socially and vocationally.

Basically it is a learning or re-learning process calling for love, care, knowledge, skill and various techinques, that only a team approach of parents (or parental substitute) and proper and well-trained professionals can provide.

Motivation is a key concept of this learning process.

Modalities of Treatment

Heat:
- A) Superficial (Radiant, conductive)
- B) Deep (Diathermia, ultrasound)

Cold
Light (Infrared, ultraviolet)
Hydrotherapy (whirlpool, hubbard tank, swimming pool)
Massage
Traction (cervical, lumbar, stretching)
Therapeutic exercise (Passive, assistive, active, resistive)
Breathing exercise and postural drainage
Occupational Therapy (A.D.L. training)
Trigger point infiltration
Electrical stimulation (Galvanic, Faradic, straight, pulsation, surge)
Ambulation training (crutches, canes, walkers)
Braces
Splinting
Prothesis
Wheelchair prescription

Evaluation of:

Musculoskeletal system (manual muscle testing, range of motion, electromygraphy)
Peripheral nervous system (electrical testing)
Peripheral vascular system (cutaneous thermometry, oscillometry)
Developmental evaluation of children
Activities daily living (ADL.)

Management of:

Post Stroke (Hemiplegia)
Post Fracture (upper, lower extremities)
Post Surgery (Functional exercise of hand and thorax)
Post Peripheral nerve injury (lumbar, brachial cervical plexus, monoplegia facial palsy)
Spinal cord lesion (paraplegia, quadriplegia)
Low back pain syndromes
Cervicobrachial pain syndromes
Arthritis (osteoarthritis, rheumatoid arthritis)
Muscle atrophy and distrophy
Cerebral palsy
Development difficulty in children
Amputation (pre-and post-prosthetic training)
Chronic obstructive pulmonary diseases (emphysema, chronic bronchitis)
Body malalignment (scoliosis, contractures, spasticity)
Burn

Staff

At present time Caswell Center has:
- A) Two licensed Physical Therapists
- B) Four non-licensed technicians
  They can carry a patient load of 65-70 patients daily
- C) Occupational workshop service

In every Physical Medicine and Rehabilitation Department these two sections (Physical and Occupational Therapy) complement themselves and function under one direction.

At Caswell Center both services must fuse together under the title of Physical Medicine and Rehabilitation Department each service keeping its own direction organization and hierarchy. Both services need to increase their professional and clerical personnel.

All this personnel will be under the direct professional guidance, administration and supervision of the Chief of Physical Medicine and Rehabilitation. We will discuss with the Director of Caswell Center a list of new personnel needed.

Equipment and Location

We will submit to Director of Caswell Center a list of equipment now in use and a list of priorities in improvement and addition.

It is necessary that the basic equipment of Physical and Occupational Therapy be in a central location with the purpose that the Evaluation and Program of each patient be done in the most complete way with all the evaluating tools at hand. However some equipment must be in the several divisions to carry out the rehabilitation program. It will be desirable that the central location provides for future expansion including covered swimming pool.

(After all the whole purpose in a Mental Retardation Center is Habilitation or Rehabilitation and Education or Training.)

Services

The Department of Physical Medicine and Rehabilitation will provide services in:

- — Evaluation
- — Physical Rehabilitation Program
- — Supervision
- — Re-evaluation and adjustment of Program

At Caswell Center all the delivery of services will be governed by this basic principle:

"CENTRAL GUIDANCE AND PERIPERAL
IMPLEMENTATION"

Evaluation, Programming, Supervision will be done at upper levels in central location but programs will be carried out by nursing aids, rehab aids, health care assistants, parents at the Divisions, Units, Cottages, etc.

PT and OT personnel will give permanent teaching, practical guiding (including direct treatment to selected cases).

Educational Program

It has been said that Rehabilitation is first a concept then a facility. The only way to spread the concept is a well-planned and attractive program of diffusion of Rehab purpose as following:

A) Relevant information to Doctors in other specialties or fields
B) Instruction sessions to nurses
C) In-service teaching to Rehab personnel (OT and PT)
D) Workshop for nursing and Rehab Aides
E) Workshops for Health Care Assistants
F) Personal and direct teaching to parents (or parental substitute)

The success of this program is the success of Rehabilitation. We will make the corresponding schedules.

Coordination With Other Services

A) There must be a system of referral to and from:

Pediatrics, Medicine, Surgery, Neurology, Psychiatric, Orthopedics

All consultation to Rehab must be done by a Doctor.

At present a very important and urgent need at Caswell is to have a Neurologist Consultant.

We submit a form of consultation to Rehab.

B) Physical Medicine and Rehabilitation Department will put its best effort to develop excellent working-relationships with Social Workers, Nursing Staff, Psychologists, Special Education Teachers, Recreators, Speech Therapists, Sheltered Workshop, Vocational Rehabilitation Counselors.

Consultation to Rehab Department

1) General Information
   Name, Number, Chart, etc.
2) Reason of Consultation: Summary of History and pathological findings
3) Goal of Consultation
   Answer:
1) Evaluation
2) Clinical Impression
3) Recommendation

Research and Publication

A) We think that even the most modest service can develop some sort of Research.
B) It is an obligation of any public service to present its work to the community.

General

Physical Medicine must keep documentation of its work.

It needs:

Appropriate clerical personnel for Administration
(filing, scheduling, typing, receptionist)
Housekeeping
Carpentry (wheelchair and equipment adaptation and maintenance)
Architectural counseling

Physical Medicine and Rehabilitation Department will be represented in the treatment team.

(We believe that team concept is vital to Caswell Center, and that transdisciplinary (or cross-disciplinary) approach is the most fruitful and economical approach.

Mariano A. Roca

—0—

LEGAL IMPLICATIONS OF TREATMENT MODALITIES

This is a summary of the speech given by Dr. Ann Wolfe after the dinner at the Caswell Symposium.

The pendulum has swung from the extreme right to the extreme left. In the past the rights, privileges, and freedoms of mentally retarded people were removed. Now the emphasis on their rights may even seem to interfere with programs.

Great interest at present is being taken in two areas of rights of retarded citizens.

(1) The right to be paid fair wages.
(2) The right to treatment.

In the past the lack of funding for programs forced administrators and staff to use resident labor to enable institutions to function. If institutions for the retarded require residents to do jobs just to keep down costs then that is an infringement of the 13th amendment.

It is unfortunate that some retarded people are suffering today by being forbidden to do work in which they find great personal satisfaction because other retarded people were exploited yesterday, but in the end this attention being paid to the right to be paid fair wages will lead to the establishment of a true habilitation model in which work really is training.

Traditionally confining people to institutions has been seen as punishment for criminal behavior and trial has to come before punishment but the law has allowed mentally retarded people to be sent to institutions and kept there for purposes that are ill-defined. Now right to treatment suits have been filed in many States. In North Carolina we have a right to education suit which was filed by the North Carolina Association for Retarded Citizens. The right to treatment rests on the 8th, 13th and 14th Amendments.

What impact will recent laws have on our efforts to provide programs? It will lead to a better life for our clients and that is what we all want. We will have to think about our clients as people with mental retardation rather then mentally retarded people. We must all insure that treatment is individualized, used for designated reasons, subject to periodic review, and well documented. It is good for all of us to hesitate before engaging in a plan of action.

This is an age of frustration yet an age of challenge, an age of stress but an age of opportunity for accomplishment. One of the challenges is to find ways to treat profoundly retarded children.

The exciting thing about our field is the interdisciplinary approach. We should all fit in like pieces of a puzzle in our efforts to make persons as whole as possible. If we think of our clients first all will be well in the long run.

A NEW VIEW

"It's nice to sit up"

Can you imagine what it would be like to see the world from an upright position after lying on your back for forty-four years? Perhaps you would agree with Ralph that people look funny when you view them from a sitting position for the first time after looking up at them for several decades.

Ralph is very happy about the change that a new wheelchair has brought into his life. Since Caswell was reorganized a year ago he has been a resident in Division-I. As a result of reorganization residents have more opportunity to be involved in programs. Staff and administration are committed to improvements although Caswell is budgeted only to continue operations and not to make improvements.

Staff members in Division-I were disturbed by the fact that day after day Ralph had to be in the large wooden wheelchair which he brought with him to Caswell when he was admitted twelve years ago. They wanted to help him and they did something very practical. Mrs. Vera Prince, R.N., Division Director, and Mrs. Catherine Perry, R.N., Division Nurse, designed a wheelchair to meet Ralph's needs. He is so physically handicapped that he cannot sit in an ordinary wheelchair. Mr. Carlton Lanier of the Carpenters' Shop made the special wheelchair.

When it was brought to Division-I at Halloween everybody was so happy it was like Christmas. In the general rejoicing the staff wanted o throw away the ancient wheelchair but Ralph uttered a word of caution. He suggested they keep his old chair for him to take with him on acations to prevent his new chair from being damaged in his home. It is well that he was listened to for it is now clear that it will take him while to get used to his new position. At present he spends part of his day sitting up and part ying down. Gradually the time spent sitting up s being increased.

Sitting up makes a great difference. For one hing he can now be pushed up to work on a table in class. This pleases his teacher Mrs. Jenkins for she can teach him more. It increases his elf-esteem. Who knows what developments will ollow?

Says Ralph, "It's really nice. I can do a lot with it. I can sit up. I can straighten out. I like ."

This is just one example of what reorganization is doing to help residents. A good beginning as been made but we are not completely satisfied. We plan to do greater things in the coming ays.

"THAT WAS THE YEAR THAT WAS"

In January the Scouting Program was revived here. Mr. Vic Stanfield was appointed by Secretary Flaherty to reorganize Scouting at Caswell.

In February Dr. Coello asked the staff to accept the exciting challenge of conservation.

By the middle of March 175 referrals had been made to our new Rehabilitation Program for Blind Residents. This is a cooperative effort between Caswell Center and the Division of Services for the Blind.

In March Mrs. Margeryfay Cramer, social work coordinator, received the Social Worker of the Year Award presented by the National Association of Social Workers, North Carolina State Council, Coastal District and was chosen as Caswell Social Worker of the Year by the vote of the Caswell Social Workers.

Training in the Program of Social Enrichment for children with Autistic Tendencies began in Division-G in April.

In May Ike Hines, Chairperson of the Committee appointed to name certain buildings at Caswell, sent out a questionnaire to staff asking for suggestions.

Mrs. Vera Prince, R.N., Director of Division-I, was chosen as "Instructor of the Year" by the 1975 graduating class of Lenoir Memorial Hospital School of Nursing.

The Chaplains of the four Centers met on June 17 in Winston Salem with a special committee appointed by the N.C. State Baptist Convention to discuss the possibility of building chapels at the Centers.

On July 3 we had an Independence Day Parade.

In August the boys in Cottage 2 in Division-F gave a lunch at which they served vegetables grown in their own gardens to invited guests.

James Taylor for Division-B was selected to participate in the International Special Olympic Games at Mt. Pleasant, Michigan, August 7-11. He was placed fourth in the swimming event.

In September colorful new trash cans appeared on campus.

A large group of parents gathered at Caswell on September 21 to discuss community placement about which many have anxieties. Dr. Coello asked for a few minutes of their time to clarify the position of Caswell. He explained that our function is to habilitate residents with a view to their being placed in the community when they are ready to go and when there are suitable community resources to which they can be sent. If they go they are going where they will receive better services — not equal services but better services — than they can get at Caswell.

The Caswell Boy Scout Troop attended the Camporee sponsored by the North Carolina Department of Human Resources on September 19, 20, and 21. Mr. Sam Truax is Scoutmaster.

On October 3, Mr. Robert Moody, Assistant Director for Community Outreach and Special Assistant to Dr. Coello, expressed appreciation from Caswell to the Foster Grandparents at the Foster Grandparent's Banquet held in East Greene School.

In October Dr. Coello urged all parents to join

(Please turn to page 8)

FROM CURRENT LITERATURE

"Normalization at Work in Sweden"

As Sweden is universally recognized as a world leader in the provision of services for mentally retarded children and adults it behooves us to study what is being done there. In "Mental Retardation and Developmental Disabilities" Volume VII published in 1975 there is a chapter "Sweden-Services and Developments" that gives some interesting information. It was written by Karl Grunewald, M.D., Head of the Division for Care of the Mentally Retarded, Swedish Board of Health and Welfare.

The central administration of provisions for the mentally retarded is divided between the Ministry of Social Affairs, The National Board of Health and Welfare and The National Board of Education. The two Boards deal with control, planning, and quality-setting. The responsibility for providing services for the mentally retarded lies with the County Councils of which there are 23 in Sweden where the population is eight million. By the Act on Provisions for Mentally Retarded Persons published in 1968 the work of providing services is handled within the County Councils by a Board for Provisions and Services to Mentally Retarded which must include a director of schools for the mentally retarded, a director of care for the mentally retarded, and a medical director. Usually the Board consists of 6 to 8 politically elected persons, meeting once a month.

The public sector bears the total social responsibility for those citizens in need of help. The care provided is free and covers teaching material, text books, school needs, necessary daily travel to and from school, day nurseries for children, day activity centers, dental care, speech therapy, physio-therapy and other health and medical services. If the retarded person lives in a residential facility he is reimbursed for travel to visit his parents once a month. If he is under 21 and cannot utilize his right to such travel it is transferred to the parents or to a guardian, relative or friend so that they can travel to visit him. An adult who has an earned income, and not a full disability allowance can be charged a reasonable amount for board and lodging.

The last is the normal thing to do and the Scandinavians are the originators of the normalization principle. Dr. Grunewald's article begins with the statement. "The basic aim of all services provided for the mentally retarded in Sweden is normalization." He goes on to say that differences in capacity to adjust to society are purely quantitative and even the most severely handicapped people can be 'normalized' in one or more respects. The term normalization does not mean that the majority of retarded people will become fully adjusted to society. It implies a striving in various ways towards what is normal. It does not mean that we deny that the retarded person has handicaps. It means making use of his other mental and physical capacities so that his handicaps become less pronounced. It does mean that the retarded person has the same rights and obligations as other people, so far as this is possible.

Dr. Grunewald makes the comforting statement, "There are, of course, mentally retarde persons who should not be forced out into society, for humanitarian reasons." And follows thi with, "However, these most severe cases of mental retardation must not, as previously, determin the sort of help given to the majority."

Compulsory education is normal for most non-handicapped children in advanced societies. I Sweden it is normal for retarded children too Education is compulsory for all mentally retarde children and this includes severely and profoundly retarded children from the age of 7 as lon as they need it, up to 21. The law prescribes vocational education for all young people. Belo the age of 7 mentally retarded children have th right to pre-school instruction. If no pre-schoo class is available the child has a right to fiv hours teaching per week at home from a schoo teacher.

Ninety-nine percent of all children up to th age of 1 are registered with a child welfare center, which involves visits to the home by nurses and several visits to a doctor. A total healt check-up of all 4 year olds was introduced in 197 although it has not yet been arranged in all coun ties. The check-up given covers vision, hearing a dental examination and an examination o mental development. These opportunities for ear ly diagnosis mean that help can be given in th early years when it is most effective.

When it comes to residential services th Swedes believe that "small is beautiful." As a re sult of observations made by people who wor with retarded people "the principle of the smal group" has acted as a guide since the beginnin of the sixties. Five — eight would be a good grou According to Dr. Grunewald, in such a group severely retarded person's actions suddenly be come predictable and he can recognize and gras reality.

The overall proportion of simple rooms in resi dential facilities in Sweden is 48%. The "mea room" has 1.9 beds.

Counseling and various types of daytime ac tively make it possible for more retarded childre to stay in their parents' homes. For those wh cannot care in families other than their own ha proved a valuable alternative to institutional care Says Dr. Grunewald, "A child who has been burden in his own family can be an asset in an other family." About 500 children and young peo ple are in foster homes but this has proved to b a difficult system to develop.

It is not normal for adults to live at hom therefore retarded adults should be able to mov to a boarding home or to their own flat, perhap with supervisory care. Group Homes for adult have proved to be a realistic alternative to lif in an institution and a good starting point for a even more independent way of life for about third of those who went to them have move alone or with another person to a private flat often adjoining the group home.

There are also Residential Homes for adults Most of those built in recent years have specia departments for the long-term somatic care o retarded adults especially for those who ar physically impaired as a result of old age.

The Swedes believe that small residentia groups should be as heterogeneous as possible ex ept for the fact that children and adults should e cared for in separate facilities. The most rearded should always be a minority in a group so hat they may be drawn upwards by the group. ll homes are now approved for both sexes. In he past they were monosexual.

The outlook was not always so bright in Sween as it is now.

"One does not have to work with the care of ientally retarded persons in Sweden for long in rder to observe how rapidly attitudes to handiapped persons have changed in a positive direcon. The different political parties and governient offices all overbid each other in setting pririties in favor of the handicapped. Many private ersons make active personal contributions and a ivorable attitude towards the handicapped coners social status," writes Dr. Grunewald.

This does make one envious but envy is not useful feeling. It ought to arouse optimism. hat can be done in one country is not imposble in another. Difficult perhaps, but not imossible.

And to reduce the incidence of mental retardion is also possible.

"The total number of retarded people is conderably lower than in the majority of noncandinavian countries, even if the same definion is applied. This is probably due, above all, the fact that cultural deprivation, malnution and comparable environmental factors are ractically non-existent in Sweden" says Dr. runewald.

Must these conditions continue in America?

A SYMPOSIUM REMEMBERED

Some thoughts:

"God fulfills himself in many ways, lest one od custom should corrupt the world" — Tenson

"A little learning is a dangerous thing
Drink deep or taste not the Pierian Spring"
Pope

"No longer is helping people a luxury to be dulged in by the benevolent. It is recognized a difficult science to be applied only by capae, trained minds and skilled hands" — Emma Zarus writing over a hundred years ago.

Surely it was most fitting that on October 23 d 24, 1975, we should launch out into our secd year of reorganization with the Caswell Cen Symposium on "Treatment Modalities for the entally Retarded." We all know that there are any ways to help retarded people but we wanted learn more about these methods and about ich are most appropriate for different types residents.

The Symposium Committee members were dith Kurzer, LeRoy Batts, Margeryfay Cramer, argaret Tisdale, George Lapas and Linda Loom-

As the work of Caswell must go on only about hundred fortunate staff members were invited the lectures which were given in the gymnam.

Perhaps Skeet Creekmore, Education Therat and Director of the Remedial Education Acities Program for Handicapped Children which affiliated with East Carolina University, mmed it all up when he said, "You can help developmentally disabled children if you have love and knowledge." We would like to substitute the word "people" for "children". It takes more knowledge and effort to do this, but we believe it can be done. Several speakers stressed the influence of early intervention. This presents us with a challenge for many of our residents are no longer young. In fact no resident is at the age when help is most effective for we have no infants here.

At this season of bicentennial celebrations it was interesting to note that several speakers stressed the fact that their modality increased residents' freedom. The Rev. J. Harley Cecil, Senior Chaplain at Butner Center, said that they had a program called "Celebrate Yourself" in which residents were taught that everybody is "Free to be you and me."

Freedom has two aspects. "From what are we free?" is one question to ask and "For what are we free?" is another.

Maurice Whitaker, Regional Director of the Office for Children, told us that Child Advocacy is helping to free children from neglect, abuse, and malnutrition. David Barfield, Director of Rehabilitation Services at Cherry Hospital, pointed out that "Industrial Therapy" has freed patients and residents from the burden of work done mainly to benefit the institution. Nell Stallings, Professor of Physical Education at East Carolina University, reminded us that "Dance Therapy" frees people from the lymphatic stagnation that comes to people who sit too much. From Christopher Colins, Clinical Social Worker, Team Leader for Adult and Children's Services, Supervisor and Mental Retardation Specialist at Lenoir County Mental Health Clinic, we learned that Social Case Work frees clients from the necessity of being treated by methods that are not based on human kindness and human dignity.

All speakers tried to answer the second question, "For what are we free" and all in essence gave the same answer as Mr. Cecil namely, "Free to be you and me" that is free to be fully human beings.

Human beings live in society. Retarded people have trouble with social interactions. Deryl Torbert, Mental Retardation Coordinator, Durham County Mental Health Center, said that in working with mentally retarded people in "Group Therapy" the aim is to facilitate social interaction. It is important that they learn appropriate social behavior because if they do not they have an extra strike against them in the community.

Dr. Fred Lewis of the Department of Speech Language and Auditory Pathology in the School of Allied Health at East Carolina University stated that verbal communication is probably the most essential thing so far as socialization is concerned. "Speech Therapy" to be effective must be offered to a child when he is young.

"Music leads to involvement in a socially acceptable way," said Dr. Ruth Boxberger, Director of the Music Therapy Program at East Carolina University.

Judy Lawler, Director of Program at Murdoch Center emphasized the "Behavior Modification" is a technique for helping people to behave in acceptable ways. We must ask very specific questions about acceptable behavior. For example in our society it is necessary to wear shoes but it is not necessary to wear shoes with laces therefore it is not too important to teach severely retarded people to tie laces. Through behavior modification we can help retarded people to care for themselves, express their needs, and live in society.

Human beings grow and develop throughout life. Skeet Creekmore by means of words and pictures showed us how "Education Therapy" is helping people to do this. In the past children were placed in special education classes on the basis of inadequate evaluations. One little boy almost went to an institution because he didn't say a word. A dental examination revealed that he had thirteen abscesses and every time he moved his mouth it hurt. Now we have tests that show us where the child is functioning intellectually and educationally. We can find out if he has perceptual motor problems. We have individualized methods of teaching. "Education Therapy" does not address itself only to writing and arithmetic. It is diagnostic prescriptive teaching.

Jean Pennucci, Head of the Occupational Therapy Department, School of Allied Health, East Carolina University, mentioned a dwarf who was excluded from school until a special chair was made for him in "Occupational Therapy."

All the speakers agreed too on the absolute necessity of the interdisciplinary team approach. When talking on "Therapeutic Medicine" Dr. Mureli Mohan Rao Jonnalagadda, Psychiatrist for the mentally retarded units at Cherry Hospital, stated that doctors need input from the people who are working directly with patients or residents. Dr. Ralph Steele, Professor in the Department of Parks, Recreation, and Conservation and in the Institute of Coastal and Marine Resources at East Carolina University, said that the difference between "Recreational Therapy" and other methods is that it emphasizes voluntary participation. The leaders work with the clients and not for them. Others might disagree. Probably in all therapies we work with the clients. The retarded person himself must have input into the goal plan set up for him.

The importance of specific goals was mentioned by all speakers. Perhaps Judy Lawler put it most dramatically when she warned us not to set up "Johnny must be less aggressive" as a goal but to say "Johnny must stop throwing chairs."

All agreed on the need for evaluation criteria. Dr. Steele's were, "Do clients attend voluntarily? Does everyone (staff, clients, and administration) feel good about the program? Are clients showing signs of becoming more independent?" "Is there a big smile on the face of the person who is dancing?" asked Nell Stallings. All stressed accountability.

Most speakers thought that their therapy could help everybody and that it could not succeed alone but must complement other therapies.

Is "Treatment Modality" a good term? Does it not evoke the medical model from which we are trying to depart since mental retardation is not a disease? Could we substitute the term training method? But what goes on is more than a method or technique. "Unless people have a basic philosophy of life they'll be in trouble. You need more than skills or techniques," said Ray D. Newman, Assistant Director, Developmental Disabilities Training Institute, when lecturing on "Psychotherapy."

More thoughts:

"Training schools are filled with children whose only crime is a revolt against crushing boredom or an education not designed to suit them." —Maurice Whitaker

"Contemporary society believes music is useful. It is everywhere." —Ruth Boxberger

"Occupational Therapy picks up where everybody else leaves off." —Jean Pennucci

"In my opinion everybody is retarded in one way or another." —Christopher Colins

"Pressure to use drugs comes from staff, parents, clinics and drug companies. I ask myself whether I am giving the drug for him or myself." —Dr. Rao

"As we give to the mentally retarded they give back to us." —J. Harley Cecil

"He reached out to me and we were one in love. Now the question is, 'How can I reach him?'" Intern in Skeet Creekmore's Program.

———o———

FROM VOCATIONAL REHABILITATION

Vocational Rehabilitation would like to express appreciation to Caswell Center staff fo their cooperation during the past year. We thank especially those involved in the Christmas celebration for our clients held in the Caswell gym It helped us to bring about a change of pace fo the clients as well as social directions and guidance for them.

As the year moves on and improvements an changes are made, Caswell's staff and the staf of the Vocational Rehabilitation Facility will fin it necessary to work even more closely togethe for the benefit of our clients.

Changes are being made as we strive to grow We hope that the coming year will prove to b one of progress.

Delores Brown

"That was the Year that Was"

(From page 5)

the Caswell Center Parents' Association for it i through that organization that managemen hears their united voice.

Mrs. Gertrude Waters, Social Worker, who coordinates our camping program reported in October that camping 1975 was a success in all area including the fiscal. We are grateful to all wh gave donations and for ESEA funds.

In November Tim Davis, teacher in the "Musi Therapy Program" was selected as "Outstandin Teacher of the Year" and Mr. Woodrow Maye wa selected as "Outstanding Cook of the Year." Thes annual awards are given by United Commercia Travelers, an Insurance Company.

Dr. Coello expressed satisfaction that so man residents went home to spend Thanksgiving wit their families.

Santa Claus landed on the playground on December 3. Open House was December 19. On December 22 a Tree Trimming Party was sponsore by the Marines for those who could not go hom

Dr. Coelle asked the staff to work with him t attain his goal of creating a climate of conf dence in which we all work together like a famil

2
1/2
NORTH CAROLINA STATE LIBRARY
RALEIGH
N. C.
Doc.
AUG 30 1976

The
CASWELL NEWS

"CASWELL CANNOT TAKE THE PLACE OF FAMILY RESPONSIBILITY,
LOVE AND MORAL SUPPORT"

IN GRATITUDE

God chooses to use

Our help.

He is very gracious

To His creatures.

The daffodils

And bright tulips

That bloom at Caswell Center

Came from God

And the grounds crew.

We thank them now

For multiplying sunshine.

April, 1976

Volume VLI Number 2

The Caswell News

Volume VLI - No. 2 - Kinston, North Carolina APRIL, 1976 $1.00 Per Year

Published quarterly for the benefit of Caswell Center and for the information of the citizens of North Carolina.
Director ....Carlos Coello, M.D.
Editor ....Jean I. C. Tabory
Circulating Manager ....Vickie Howell
Treasurer ....Evelyn Carlisle

PROGRESS REPORT

A resident sat on a swing outside Dewey Building on a recent sunny morning singing clearly and happily, "What the world needs is love sweet love." One was tempted to agree with her.

Then one saw another resident quite near the swings. She was happily pushing herself uphill on a ramp leading to the building where she was going to attend a class.

One remembered how a few years ago there were no ramps at Caswell. If that resident had had to enter such a building somebody would have had to pull the wheelchair up steps. Very likely as a non-ambulatory resident she would have been excluded from class.

Then one thought that what the world needs is not sweet love. That can be something merely sentimental. What the world needs is the kind of love that is rooted in the will and has nothing to do with liking, the love that is unconquerable benevolence, that wishes good for everybdy and works towards that end.

One does not help retarded people by feeling warm gushes of pity for them. One must do something—build ramps, become a volunteer worker, influence legislators, accept group homes in ones neighborhood. The list of helpful things one could do is almost endless. Much remains to be done, and we plan to do it.

The world needs more than sweet love.

———0———

SYMPHONY COMES TO CASWELL

A group of 34 musicians from the N. C. Symphony Orchestra played to a large audience in the recreation building at Caswell on January 21. This gives rise to several thoughts.

The first is that it was gracious of the musicians to give their time to Caswell. The concert brought variety into lives that tend to be monotonous for in a large institution the residents see the same people and do the same things over and over. We are grateful. We welcome groups that come to entertain here.

The second is that the musicians brought excellence to our campus. They shared their talents.

The third is the question of whether it was wasteful to bring their talents here. Can the residents appreciate classical music? The answer is "Yes, if it is classical music that has an easily recognized beat." In the early part of the performance the members of the audience were polite but restrained. When the orchestra played a march the residents spontaneously clapped. Smiles covered their faces. They came alive. The concert ended with a polka which was also greatly enjoyed.

This brings the fourth thought. We can educate anybody if we have the skill to find the appropriate material. It is our business to develop such skill for all human beings are capable of learning and if those in our charge fail to do so we are responsible.

———0———

NEWS IN BRIEF

At a meeting of the Advisory Committee on May, March 1, Dr. Coello announced three appointments:

1. Mr. Robert Moody, Assistant Director for Resident Developmental Programs.
2. Miss Hilda Gibbs, Assistant Director for Community Outreach.
3. Mr. Martin Van Lee, Director, Division F

He also announced that he, himself, was resigning and his resignation would become effective on March 15. He further stated that Mr. George Adams, Assistant Director, Eastern Region, would serve as Acting Director of Caswell Center unti a new Director is named.

* * *

We are proud of Division-B resident, Gary Smith of Oakwood Hall who won a prize in the Christmas Card contest organized by the Association for Retarded Citizens for the card he designed. It pictures a snowman and a snowwoman and will be on sale in time for all of us to use it at Christmas.

* * *

The bus with the hydraulic lift is now in use. It can carry eleven passengers in wheelchairs and eight ordinary passengers. We thank all the volunteers who through the past three years have given us money to buy it.

* * *

Dr. Frank Kirby, Coordinator of Psychologica Services, left on March 10th.

Dr. Mariana Roca left the Medical Departmen on April 9th.

Mrs. Joyce Horton was appointed as Director of Title XX, effective March 1st.

Dr. George Samerotte has joined us as Coordinator of Admissions and Discharge Services. He comes to us from New Jersey. He has a PHD in Psychology.

Dr. Kamal B. Salameh became Assistant Director for Medical Services on April 1st.

* * *

We are tightening our belts. A memorandum from Mr. Gamble, Assistant Director for Administration said, "It is of the utmost importance that we exert every effort to save in our operation that funds will be available for the priority items such as food, utilities, and salaries and wages during the fourth quarter."

* * *

We are very grateful to Mrs. Joseph Yike whose daughter June is a resident in Division C-D and to the ladies in an Episcopal Church in Charlotte, N. C., who made the colorful banners she brought to our Chaplain for the Chapel. Each banner has a word in large letters and symbols. The green one has the word "God" and a cross, an anchor, the sun, the moon, stars and dogwood. The red one has the word "Joy" and birds, flowers, butterflies, and musical notes. The blue one has the word "Love" and hands and hearts.

———0———

FROM VOCATIONAL REHABILITATION
"Clients of the Month"

Guess What? It happened at the Vocational Rehabilitation Facility at Caswell in Kinston, North Carolina. A young man from Caswell Center was sent to the Vocational Rehabilitation Facility to learn a vocational skill. This young man had been a resident of Caswell Center for 23 years. He had no previous vocational training and a classification of severe mental retardation level.

As a result of the team's evaluation, client was placed in building services. Our adjustment services identified his special needs in this vocational area and proceeded to develop the plan necessary to help him achieve the specific goals.

Do you know what happened? You're right—the client learned to operate the buffing machine independently and has enhanced his probability of employability. This young man had never touched a buffing machine and was afraid to get near it. Mr. Quincy Gardner, the instructor, developed a plan of action to teach him. He broke the task down into very small steps.

After four weeks this young man learned to perform the buffing operation independently. Social reinforcement from the instructor and other clients, bonus tokens and candy were used at the beginning but have now been faded out. The intrinsic reinforcement of the client's own accomplishments in performing this task keeps the behavior going.

* * *

This client is a 59 year old deaf mute who has been a resident of Caswell Center since March 1, 1928.

She has been in the V. R. Facility since November 1975. Due to her inability to communicate with others verbally, she would avoid social contact. Training has been difficult because of our lack of skills in communicating with a deaf mute.

Through the times of frustration and distress the client has shown a great deal of ability. It was felt that the client could produce at a higher level than her I.Q. level had registered.

Through the continued interest and personal commitment from this client's instructor, Mrs. S. Hester, she has learned a lot and she is even more mature socially.

Mrs. Hester was determined that this client had potential and she was going to dig deep enough to surface this ability. Thus far Mrs. Hester has helped the client to learn to measure and pin a hem, hem a garment and sew on buttons. She also has learned to do needle work such as embroidery. Her first project was to sew a straight stitch. She straight stitched a set of pillow cases. She has done embroidery on the pillow cases also.

This week the client sewed an elastic waist band into her slacks. She did her own edge stitching-straight ⅝" seams and hemming. Client finished her slacks with very little supervision.

The client will not be able to do commercial sewing but she will have the skill and experience to do personal kinds of things.

The client's project is on display in the V.R. Home Ec. Department.

The client has more potential than is really assessed by general observation.

These clients have been chosen as "the clients of the month". We are proud of all our clients but especially of these two because of the progress they have made.

Dolores Brown

———0———

FACTS AND FIGURES

As of March 31, 1975, the total population at Caswell Center stands at 1480 (823 males and 657 females) with an average daily population of 1342.

During the last quarter (January, February, March) there were 4 admissions. These were all readmissions (2 males and 2 females).

During the same quarter there were 10 discharges (3 males and 7 females).

There were 2 deaths (2 males) during this quarter.

Nine applications (5 males and 4 females) were received during this past quarter. Applications on waiting list as of March 31, 1975 were 11.

———0———

ACHIEVEMENTS IN DIVISION H

(We are grateful to Richard L. Humphrey, Habilitation Specialist and reporter to the Staff Newsletter, "Words of Work," for the information on which the following is based.)

Has reorganization helped the resident? Let's take a look at what has happened to a few of them in the last few months.

Dorothy is forty years old and classified as profoundly retarded. All of her life she has been fed. She would not pick up a glass and drink from it. For the last six months she has been in a training program. After two months she began to feed herself with a spoon but only if her tray was raised almost to her chin. Mrs. Sykes, Special Training Instructor, ordered a special bed table which was placed on a board on her chair to elevate the tray. For four months she fed herself from the tray and she learned to drink from a glass unassisted but she threw it down as soon as she had emptied it. Now she is able to sit at a large table with other residents, feed herself, and put her glass back on the table.

Barbara is seventeen. Until October 1975 she wore mittens to prevent her from eating and smearing feces and putting safety pins in her mouth. At that time at the suggestion of the unit staff her mittens were removed and she wore overalls. Only occasionally does she smear feces now.

In the past she seized food and gulped it down. She has learned to feed herself with a spoon while holding in her other hand a plastic toy she likes very much. She is responding well to being trained to carry her food tray back to the food cart after meals. She is also responding to toilet training.

Formerly Barbara stood and walked only with support from a staff member and usually she refused to do this. Mrs. Cox, Barbara's Foster Grandparent, has helped her so much that she can walk alone. At the suggestion of the Pate Staff her first daily walks were to Physical Therapy. Now she walks anywhere she wants to go.

Jewel who is deaf and blind lives in Pate Building. She was so severely self abusive that she spent years tied spread-eagled to her bed to prevent her from banging her head on the wall or a chair, hitting her face with her hands, hitting her feet against the wall, floor or chair and kicking herself on the legs. When restraints were removed for twelve days in a program in March, 1975 she hit herself an average of 1308 times daily. She was put back in restraints of large mittens and sat in a chair with a post between her legs and pillows behind her head till the beginning of December, 1975.

Then after consultation with Dr. Schroeder of Murdoch Center, the Division H Interdisciplinary Team wrote a new program for Jewel.

Now Jewel does not wear mittens during the day. She wears clothes. She walks holding somebody's hand or a wheelchair. She drinks from a cup which she holds. She partially feeds herself. If her hand is guided to a spoon she puts the spoon in her mouth.

In the past, Jewel was bathed on a slab and it took three people to bathe her. Now she goes into the tub and enjoys herself. One person helps her.

Between 6:30 A.M. and 9:30 P.M. three nurses' aides, Mesdames Bonnie Isler, Janice Tew and Elizabeth Williams work with Jewel on a one to one basis. To be exact this is what they did till the CETA workers left. Now these ladies have to work on the wards but they take Jewel with them whenever they go.

Jewel's self-abusive behavior has not completely stopped but everybody would agree with Mrs. Tew when she said, "Jewel has come a long way."

We could go on and on telling about Dave who learned to feed himself with a spoon at the age of thirty-two and Pete who has been toilet trained and Paseaner who has been promoted from a non-ambulatory unit to an ambulatory unit. All successees are due to the hard work of the staff in Division H. Mrs. Elsie McCoy, Division Director, must be proud of them.

When Eileen, age 55, and her sister Vivia age 60, were put in a training program it wa discovered that both could use a spoon withou help. They may have been able to do so for year but they were not given a chance for they wer fed by staff members.

Reorganization has given residents, particularly severely and profoundly retarded resident a chance—a chance to learn. We have more people to work with them. Who knows how muc they will be able to do if given enough skilled attention for a long enough time? It will be exciting to find out.

———0———

PROJECT INSIDE-OUT

In collaboration with Caswell Center, the Eas Carolina University Student Council for Exceptional Children participated in a live-in experience at the center March 18-20, 1976. The mai purpose of Project Inside-Out was to increase th students' awareness of institutional life by providing them with the opportunity of actuall living with the residents in the institution. Afte a brief orientation, each student was assigned a specific living unit and then given an extensi tour of the campus.

Included in this 3-day experience was a lecture on clinical types of mental retardation b Virginia Perry, R.N., reaction sessions, a day wit a staff member, and a banquet with Dr. An Wolfe speaking on deinstitutionalization. Proje Inside-Out proved to be a unique and enlightenin experience to all who participated. It is EC SCEC's endeavor to continue this project on a annual basis.

Deborah L. Strickland
President, ECU-SCEC

———0———

LEARNING TOGETHER

From time to time the parents of Caswe residents meet. They met in the Chapel here Sunday, February 15. This association of paren plays an important part in our plans for residen for it is only as parents and staff work togeth that we can provide comprehensive services.

We want the parents to come here to see ho their children are progressing as they take pa in our programs. We want them to come to t point where they can say, "I see that my child ready to leave the institution. Tell me about community facilities."

Actually we hope they will do more than tha We hope that with us they will work to set up community facilities. It was because in the past ma people rejected their retarded fellow citizens th institutions had to be established. There was time when they were havens. Parents saw th their children were not accepted and they want to find places where they would be safe.

Now we realize that such sheltered enviro ments are not the best place for development. Li the rest of us, retarded children and adults ne to be challenged. Unfortunately it is still true th some people would rather not see people who a different in ways that are negativelly valued. Pehaps they are afraid of them. Perhaps they just don't understand them.

Our residents' parents are our ambassadors in the community. They can help their neighbors to understand. If they agree with our new philosophy of habilitations they can explain it to others. Everybody can learn something. If we have teaching skills we can teach our residents to do many things. Everybody can learn. Members of the public can learn that every retarded person is a human being capable of growth and development and that living in an institution for a long period hinders this development.

———0———

A DIRECTOR REMEMBERED

While he was with us, Dr. Carlos Coello regularly gave us a message in our staff newsletter which is published twice monthly. This one published at the end of January sums up his philosophy of institutional care.

"The Greek Philosopher, Aristotle, is well-known for his insistence on the mean, the middle way. He thought that to live the good life one must avoid extremes. It is bad to eat too little: it is bad to eat too much: one must eat enough. One must be moderate in all things.

Let us think about two extremes in institutional care. On the one hand one might have well-furnished clean buildings, well-balanced nourishing meals and excellent nursing care but few programs. This would not be good. On the other hand one might have imaginative programs in which all residents were enthusiastically involved but untidy buildings, tasteless food, and inadequate nursing care. This would not be good.

We must strike a balance between programs and care. As I said two weeks ago we must provide excellent comprehensive services at Caswell. Not only parents but also officials in federal and state agencies are very interested in the comprehensive care provided for residents in institutions.

I would like to emphasize very strongly that it is important that the basic needs of our residents be met. These include food, shelter, and nursing and medical care. We cannot overlook these.

Of course we cannot neglect programs. The provision of basic care can lead on to programs. When eating in the dining room our residents can be taught to eat properly. It is in the bedrooms of our living units that our residents learn to make beds.

To provide programs is one of our goals. Our other goal is to continue to provide basic services. It is imperative that we look at the total picture of our residents' needs. We must get things in perspective.

I ask each of you to work with me to build up Caswell's reputation for first-class comprehensive services."

Now that he has left us our aim is still to build up first-class comprehensive services.

ALTERNATIVES NEEDED

"For a long time I worried about Eva being in an institution but since I visited there and saw conditions as they are I only hope some day every underprivileged child in North Carolina may have a home there." Do you think that the superintendent of Caswell was glad to receive such a statement from a parent in 1945?

We would not be happy today. Of course, we would be delighted to know that a mother was pleased with conditions here but we would want her to realize that Caswell is not a place for underprivileged children. If by underprivileged she meant mentally retarded, as probably she did, Caswell is not the place for all such chidren.

Just as there is no one life style that suits all normal people, there is no one life style which is best for all retarded people. We need to offer alternatives. Caswell Center is one alternative and being a large institution where regimentation is necessary to avoid chaos, and in which to a large extent the residents are segregated from society having their own dentist, beauticians, chaplain, etc, it is the most restrictive.

For some for a while it is necessary. For others it is not. To allow Caswell to serve as a lifelong haven from a harsh world is to misuse it.

In discussing planning for the retarded with students from East Carolina University in March, Dr. Ann Wolfe, North Carolina Assistant Commissioner for Mental Retardation emphasized that three things are needed: 1) Community alternatives to institutionalization in the first place, 2) Sound planning for departure from the institution with facilities and programs which truly are in the retarded person's best interest and 3) institutional reform.

At Caswell we are involved with all three. We run into problems. One of these is that many citizens still share the idea the mother had in 1945. They want all retarded people to enjoy the excellent facilities offered at Caswell. What can we do to convince them that the community is the only place where people—brilliant people, normal people, and retarded people—can grow and develop?

———0———

CASWELL GIRL SCOUT TROOP

At five o'clock on the afternoon of Friday, March 12 during Girl Scout Week, almost three million Girl Scouts lit candles at Flames of Freedom ceremonies as a symbol of their dedication and commitment to freedom for all mankind.

All mankind includes retarded people. How much freedom are we willing to give them? And if we are going to give them freedom what are we willing to do to train them to use it well? If we think that they ought to spend years sheltered in institutions we are denying them freedom.

The Girl Scout movement includes the handicapped. It is international knowing no barriers of class, color or creed. In the past we had a Girl Scout troop at Caswell but it could not be continued because of lack of adult volunteer leaders. Now we are building up another troop. At present only a few girls are involved but we would like to include more. Again we have the problem of leadership. Mrs. Anne Speight, Social Worker, and Mrs. Delphine Lofton, supervisor of direct care workers in Division CD, are the leaders and they need help. They would welcome volunteers from the community.

The training offered in scouting benefits retarded youngsters greatly. It enables them to learn. It gives them a chance to show initiative. It brings adventure into their lives and adventure is something that tends to be in short supply in large institutions.

Scouting is dedicated to service. Our residents need the opportunity to serve. So much is done for them and given to them that they may be denied the opportunity to do something for others. It is only through experience that we can know that it is indeed more blessed to give than to receive.

If any ladies have some time and enthusiasm to give we need them in the Girl Scout troop at Caswell.

———o———

SOCIAL WORK MONTH

During the month of March, professional social workers throughout the United States pause in their busy activities to honor their profession and to pay tribute to the many dedicated people who have worked diligently to define and to refine human services in the special way which we call social work.

The roots of social wor kare buried deely in the past, and stem from the universal human impulse to help those less fortunate than ourselves. In the sixteen hundreds, special laws were passed which enabled people to receive certain kinds of assistance. Most of the legislated help was financial, but very soon those charged with administering funds discovered that the human touch was more of a healer than was the pittance of money allowed by the legislation.

Social work, as a profession, found its beginning just prior to the turn of the century when certain college courses were initiated to tain those engaged in "charity work." Those training courses formed the basis for the professional education today. Inherent in the concept of professional training is that extending the "hand of help" requires more than a good heart and a wish to be of assistance. Professional education encompasses not only theory and supervised experience in the technical aspects of helping others, but also requires understanding of social systems and human behavior in both its normal and deviant aspects. Social workers continually strive to be objective about themselves and to understand the nature of the relationship and transactions between the social worker and the client. This is, of course, a lifelong pursuit.

Professional education is offered at several levels. The baccalaureate degree in social work is the entry level into the profession, and requires four years of college at an institution offering this specialty. The master's degree of social work requires an additional two years of study at a professional graduate school. In North Carolina, UNC at Chapel Hill, is the only graduate school of social work.

Social workers in North Carolina are now seekin legislation requiring licensing. At the present time, the only certification is the ACSW (Academy of Certified Social Workers), which requires two years of supervised experience past the master's degree, and passing a very difficult written examination. We can be proud that we have four social workers on campus holding the ACSW.

Social workers are dedicated to improve the quality of life of everyone. They have refined a number of professional methodologies. They are dedicated to continual improvement of their practice through staff development activities, and to the maintenance of their professional identity and integrity.

Social workers stand humble before the eminent founders and developers of our profession We also stand humble in the knowledge that there is so far to go in finding ways to strengthen and maintain the quality of life of all of our fellow beings.

Margeryfay Cramer, ACSW
Social Work Coordinator

———0———

COMMUNITY LIVING SKILLS AND THE TITLE XX PROJECT

Although the term Title XX is relatively new the program itself has been around for three years. Originally initiated as the Title XVI Project and later as the Title VI Project, we became Title XX on October 1, 1975. The reason for all of these "Titles" really isn't as complicated as it may at first seem. As a federally funded project under Social Security legislation, the name of the project has been changed several times to reflect the legislative act through which funding has been available for the training being carried out.

There are basically three major components to the program at this point. They include community living skills training in Hardison Hall, social work services, and a soon to be developed program for a half-way house utilizing one of the small houses on Pecan Lane.

Title XX utilizes many programs and services however, staff members agree that community placement is the chief goal. In order to achieve successful community placement there is a certain sequence of classes to be followed for residents On the other end, social work staff works to find appropriate community placement.

Hardison Hall is a co-ed living facility. Double rooms are provided with private baths. The initia goal for residents is to shape basic skills, such as bed making, brushing teeth independently, a well as, other skills necessary for communit placement. A structural framework is used in classroom training. Areas concerned in class room training are academics (the three R's), communicative skills, community functioning skills, basi numbers and money management, health, recreation, and arts and crafts. Speech therapy is another service provided through Title XX Services, a well as, a nurse that coordinates medical services

(Please turn to page 8)

PHYSICAL FITNESS

Some of us remember the Latin tag, "Mens sana n corprore sano" and most of those who never came across it would agree that it is desirable to have a healthy mind in a healthy body and that there is a relationship between the two. Even before the Romans the Greeks were interested in physical fitness. When Governor Holshouser said, "Whereas physical activity is essential to health and the total development of all people; and whereas it is essential that children have opportunity to develop their full potential through a otal education; therefore I proclaim the week of March 1-7 Physical Education and Sports Week n North Carolina," he showed that we are still nterested.

Are we interested enough? What are we doing o promote physical fitness for old people, for handicapped people, and for mentally retarded people? And what about for ourselves? Some of us complain if we cannot park our cars on the doorsteps of our offices.

In spite of our awareness of the importance of his subject to mentally retarded people we have nly one physical education teacher at Caswell Center. He works in Divisions B and F.

One bright note is that we have participated n the Special Olympics since 1972. This year we will have one hundred and fifty participants and merge with Lenoir County.

The Special Olympics arose out of a new concern with physical fitness which began in Canada n 1964 and was taken up by the Kennedy Foundation in the United States. The Special Olympics movement offers mentally retarded and other handicapped individuals the opportunity to compete in athletic contests with those of similar kill with similar handicaps and to be recognized or achievements. They compete at Local, Area, tate and National Levels. Volunteers from the ommunity assist at all levels.

The Caswell participation is organized by the Recreation Department. The athletes have the hance to use the skills learned in Mr. Moye's hysical education classes.

In "Normalization" Wolf Wolfensberger writes, "Our educational programs must revise their urricula so as to introduce more movement and hythmics. I do not mean to imply that we should liminate present teaching content and methods, ut that we should both add to it, as well as revise ur methods so that content now taught with ttle utilization of perceptual-motor processes s taught in more extensive association with hem." He goes on to say that many such systems xist but they have not been systematically and widely used. Music should be used with movement, or in addition to being very activating it is also ery enjoyable. "Increased and more systematized se of music is one of the latest undiscovered iants of North American education," he adds. He oints out that in Europe, perceptual-motor and movement related approaches to education involving a great deal of rhythmics and gymnastics have been part of the educational mainstream or over a century. In the nineteenth century eguin who came to America to work with retarded children stressed the importance of movement in their education.

When Governor Hoishouser stated that physical activity is essential for all people he probably did not include profoundly retarded people. Would you include them? Or do you believe that it is their fate to spend their years lying in bed surrounded by others in the same position? Have we seen so many people in this state that we really believe nothing can be done about it?

Well something can be done. It has been done in Scandinavia. Dr. Wolf Wolfensberger describes his visits to Scandinavian institutions thus: "I made a special point to seek out the living units for the most problematic and retarded persons in the kind of living units every administration feels a bit uneasy about. In one modern institution for over 350 residents, visited in mid-afternoon, I searched high and low but found only three persons lying in bed. Even in a larger and more traditional institution of approximately 1,000, there were only 20 residents in bed, and most of these were sick that day." Many of those up and about were non-ambulatory but special devices such as walkers, sitters, and standers made it possible for them to leave their beds and their living areas to take part in programs. Children attended school on special beds, in wheelchairs, and in standing tables. One device was a hoist that could be rolled about and used to hoist a non-ambulatory person from bed and roll him over both tub or toilet to permit him to perform his own toileting or bathing. This gave people the dignity of learning to perform these functions independently in private.

Anything the Scandinavians can do the Americans can do also. Why are we not doing it? Dr. Wolfensberger sees the implementation of activation programs for profoundly retarded children as the new frontier in mental retardation. The word children is used deliberately. Activation must begin as soon as developmental retardation or impairment is recognized.

Orthopedic surgery can do much for the severely and profoundly retarded if it is followed by the use of devices such as turning frames, corsets, braces, orthopedic shoes, cut-out, stand-in, and standing tables, suspension devices, skid walkers, infant walkers, c.p. walkers, walkerettes, different types of gliders and crutches, specifically designed "belly-boards," velocipedes, tricycles, and trainer bicycles. And of course wheelchairs for adults modified to meet individual needs. There is nothing new about these devices. What would be new would be their universal use with profoundly retarded people.

Surgery must also be followed by physical therapy. Physical therapists ought to train large numbers of technicians and serve as effective consultants to educational programs. If physical therapy is to be effective for retarded children it must be part of their daily living and must be practiced by teachers.

We also need more new developmental educational materials for profoundly retarded children, and we must use the devices and gadgets we have.

Social psychologists have established the fact that people play the social roles assigned to them.

For too long we have demanded nothing from profoundly retarded people. It is our business now to formulate roles for them that encourage growth and independence.

Activation programs are a means to the attainment of the goal of a realistic amount of independence. When we think of the need for, and the benefits of, physical fitness let's think about everybody, including profoundly retarded people. And let us remember that there is a relationship between the mind and the body.

* * *

(The following article was written by A. L. Moye, our physical education teacher, in celebration of physical fitness week.)

Physical fitness has been defined by many people in several different ways. It is difficult to adequately define such a complex human characteristic. One point of consensus is that physical fitness is a desirable quality to possess. The one definition most widely used describes physical fitness as having energy to meet all daily chores and having enough energy left over to meet emergencies.

The relationship between the soundness of the body and the activity of the mind is subtle and complex. There is a great deal about this that is not yet understood. The Greeks knew that intelligence and skills functioned at the peak of their capacity when the body was healthy and strong. In a sense, physical fitness is the basis of all activities in our society and if we fail to encourage physical development and prowess, we will reduce our capacity to think, to work, and to use those skills so vital in today's complex America.

There are many children and adults here at Caswell Center who are physically awkward; some lack the ability to balance, some are unable to recognize rhythms, some find difficulty an simple coordination exercises and activities and many are just plain clumsy. The most prevailing argument or explanation to justify this at Caswell is that this type person has reached the peak of his or her potential in physical ability.

Physical fitness for all people can be broken down into four areas of health related fitness.

1. Cardiovascular Endurance—The ability to sustain a series of repetition of an activity without unduly taxing the physiological systems that supplies the fuel and oxygen to the muscles.
2. Flexibility—The ability of a joint to move through 100% of its possible movement range; it is dependent upon muscle length and can be static or dynamic in nature.
3. Muscular Endurance—The ability of certain muscle groups to exert external force for many repetitions.
4. Strength—The amount of external force which a muscle can exert.

So, from physical fitness we get our motor fitness such as speed, power, balance, coordination, agility and reaction time. From motor fitness we get skills in walking, running, skipping, jumping, hopping, striking, catching, kicking, and sliding. These skills are utilized in our daily work, daily living and leisure hours.

During physical week lets look at ourselves and our residents.

Communitty Living Skills and the Title XX Project

(From page 6)

at Hardison Hall.

Programs in Hardison Hall are based on the recommendations of a multi-discipline treatment team after extensive behavioral and psycho-socia evaluations. Programs are modified as needed to include new programs or delete others in order to meet the changing needs and interests of our population.

Making sure the residents and staff work together harmoniously is important, however, another factor to consider is social work services. So much is involved but a basic capsulization of a social worker's role includes: Preplacement counseling, pre-placement planning and coordination with division teams, placement planning with the home county division of social services (DSS) and mental health center (MHC), and receiving county DSS and MHC, if different from each other, family counseling in reference to placement pre-placement visits with the resident, actua placement, coordination of funding for placement

In addition to these points the social worke must follow up on these services. Follow-up procedures include: a minimum of one direct contact with the operator of the facility, DSS worker, and resident on placement; coordination of discharge recommendations from the facility, MHC, Interagency Council (IAC), DSS, and family; preparing discharge summary and recommendation for processing; notification of all involved agencie of actual discharge date when completed.

All the services named above are available fo both children and adults.

The facilities that are considered for community placement are: a. rest homes—an older population would reside here. b. family care homes— population of up to seven can be accommodate c. group homes—a population of 30-60 residen can be accommodated. d. foster care homes—fo children. e. intermediate care facility—has nursing staff, day care, and direct care.

Some of the facilities mentioned offer at leas one of the following day programs: 1. sheltere workshop 2. Adult Day Care Programs 3. Wor programs sponsored through Vocational Rehabil tation Center in the area.

Certification for Title XX Services is done b the local county DSS, which bases eligibility o individual income and disability. After a residen is certified for Title XX Services every effort ar objective is pointed towards appropriate community placement. The resident evaluator compiles progress in all disciplines in order to asses the right time and place for placement. With sta and residents working together, the main obje tive, community placement, is usually achieved.

Teresa Pazos

Speech Pathologist

2
1/3

NORTH CAROLINA STATE LIBRARY
RALEIGH
AUG 12 1976
N. C.
Doc.

The CASWELL NEWS

"CASWELL CANNOT TAKE THE PLACE OF FAMILY RESPONSIBILITY, LOVE AND MORAL SUPPORT"

GIVE ME LIBERTY
and let me not be
content until
all people in the world
are free.
Free to accept themselves
for what they are,
free from the need
to dominate,
free from the need
to demonstrate
their superiority,
free to rejoice
in being.

OR GIVE ME DEATH
for none can know
fulness of life
where one man
is not free.

July, 1976

Volume VLI

Number 3

The Caswell News

Volume VLI - No. 3 - Kinston, North Carolina JULY, 1976 $1.00 Per Yec

Published quarterly for the benefit of Caswell Center and for the information of the citizens of North Carolina.
Director ....William T. Dillon, Ph.D.
Editor ....Jean I. C. Tabory
Circulating Manager ....Vickie Howell
Treasurer ....Evelyn Carlisle

PAST, PRESENT AND FUTURE

We have all entered into other men's (and women's) labors and at this time when Americans are rejoicing in their ancestors' successful fight for freedom it is seemly for us to reflect on our predecessors' struggles to make Caswell Center an institution that worthily served this State's retarded citizens. Perhaps we do not realize how great that struggle was. They certainly did not have the measure of public support that we have today.

It is said that you can tell where a person's true interests lie by looking at his check book. In the past the State did not give Caswell high financial priority. In 1915 Dr. McNairy, Superintendent, and Miss Sarah Shaw, the school principal, had to go to Raleigh to make a direct appeal to the Appropriations Committee for funds to keep the institution from being closed down.

We all know that only people can help people. When funds are lacking staff cannot be hired so some people cannot be helped. In his speech of thanks for his gift of a desk chair from the staff at the party held in his honor when he retired, Dr. Frank Badrock praised those who had worked at Caswell in the lean years. He pointed out that at one time three hundred staff members served more than two thousand residents and that when legislators visited Caswell they said, "You are doing beautifully" and gave us no more money.

When Dr. Ira M. Hardy addressed the Seashore Medical Society at Kinston in 1910, on the theme of establishing a Training School for feebleminded children he said, "The Training School would offer, light, happiness and opportunity for what little expression they might have. There they would be trained to suit the child's ability." If the institution did not live up to this ideal this may have been largely due to lack of financial support.

Today we have 1147 staff members and 1122 residents. We do not have the excuse our predecessors had for not putting our ideas into practice. "To whom much is given from them much will be expected."

Team work, programs tailored to meet individ ual needs, the importance of working in the com munity—none of these ideas is new. What is ne is the opportunity to translate them into deed

After parents had visited Caswell i 1942 a mother wrote to the pschologist who ha talked with them (this was before we had any so cial workers), "I appreciate so much your intere and the kindness shown us. I feel so much mo satisfied now that I have seen the place and th people in charge." We would still be happy to r ceive such a letter.

Now at the beginning of its third centu America looks to the future. And what of th future for retarded citizens?

At our Bicentennial Celebration, Tracy san "This is my Country, I want to know, which wa America? Which way to go?" Which way indee these. How can we change our values? Peop these. Kow can we change our values? Peop in Kinston were not pleased in 1911 when th got an institution for the retarded instead of college. Would they be any better pleased toda

Much more money is given to human servic now than in the past, but when budgets have be cut this is where cuts are made.

"We look to the future with hope and antic pation," said Mr. Kirk at our Bicentennial Cel bration. We do indeed. We hope that people w realize that human resources are the most val able resources we have and that all handicapp people can be helped to help themselves. And must work as well as hope.

———o———

MORE HISTORY

It's fashionable to think historically th month. If we tried to turn the history of Ca well into a drama what would it be? Let's lo at some old records. A mystery perhaps?

1924 - "We were astonished beyond measu yesterday, just about twenty-four hours after buried the girl to have reported to us by one of o boys who was gathering huckleberries near o cemetery that the grave was open. Upon inspecti we found that the grave had been opened down the box containing the casket. The lid of the b had been prized up and broken off a little beyo the half distance from the head end, the cask opened, and the body was not there. I, at on called for our attorney and we went out and i vestigated. He advised that we call the undertak who, by the way, is also the coroner, and the soli tor of our district, which we did. We acquainted them with the facts and left the whole matter with them."

1945 - "This morning we received a letter from one of our former inmates S who said she was married to B, another former inmate of Caswell Training School. S wrote she had a two-month old baby boy. We looked up their records which stated that both had been sterilized at Caswell Training School. Will you please find out how S got the child. We feel sure it was not by natural means."

Romance

1939 - "A young man by the name of D desires to marry L (a former Caswell resident). He has a small tract of land and I think will make a good husband for her. He of course, is not very brilliant but if there is no danger of their having offspring, I think it will be safe for them to marry. Please write to me in regards to this."

Illicit Romance?

1926 - "Will you please let me know if C is still at the school and if she is still there please keep her there for she has about taken my husband away from me."

Comedy?

1949 - (Letter from mother to daughter). "Let them know at once you are not no fool nor that you are not crazy. Just act with all the sense you can and let them know you might have as much sense as some of them. Don't worry and be good. I am sure you will soon be home doing my housework."

Tragedy?

1928 - "I regret that W left nothing we could send you as a keepsake. He had nothing except the clothes he wore while here."

1930 - "Couldn't you possibly take him in before winter for if I can't get work I will not be able o furnish fuel enough to keep him. J is now six years old and I feel sure he could be taught something where there is systematic teaching and don't know how to teach him either."

A few months later in 1930. "I would pay over half my salary if you would please take him for me. He isn't any trouble hardly at all. He just plays all the time. I wouldn't be so anxious to get him in if he wasn't illegitimate but my small sisters and brothers don't know about him and they wonder why they can't come to see me."

Saga of Poverty?

1922 - Physician to Superintendent. "He stated he was in such financial conditions that he was afraid he would have to remove the boy, not being able to pay the requisite $1.00 per day. In talking the matter over with him I tried to impress upon his mind the importance for the boy's sake, that he remain here and I suggested that he use every available means to procure the money. I did not either directly say nor did I instruct that we would be able to waiver the payment as I was perfectly aware of the financial conditions here."

1935 - "Please see Mr. M and tell him we will take his boy at $15.00 per month provided he will also furnish an iron bed and two double blankets. The reason for this charge is that the budget and beds in the building are all taken up. We will take him on these terms and do our best for him."

1939 - From a mother to Superintendent. "As I pay by check, I don't feel it necessary for a receipt to be mailed to me each month nor do I expect a receipt for the check to Children's Inc., and in this way a few cents can be saved."

We can interpret Caswell's history in a variety of ways but we cannot deny that all through it runs a note of concern for the residents and their families.

In 1930 a physician wrote to parents. "We gave him a very nice burial. Our undertaker had just purchased a very fine hearse and C was the first body to be carried in this."

The following written in 1928 is typical of many letters written to Caswell superintendents, "I cannot find words to express my thanks to the Training School for what you all are doing for him."

———o———

FACTS AND FIGURES

As of June 30, 1976, the total population at Caswell Center stands at 1475 (822 males and 653 females) with an average daily population of 1282. During the last quarter(April, May, and June) there were 11 admissions. (7 males and 4 females) During the same quarter there were 12 discharges (5 males and 7 females).

There were 4 deaths (3 males and 1 female) during this quarter.

Eighteen applications (13 males and 5 females) were received during the past quarter. Applications on waiting list as of June 30, 1976 were 12.

———o———

CELEBRATION

The day was wrong but the spirit was right as we celebrated the Nation's two hundredth birthday on July 1. An atmosphere of festivity was everywhere and everybody took part.

Long ago Caswell's motto was, "Happiness comes first. All else follows." One could argue about this. We now view mentally retarded citizens as people capable of growth and development and some stress is needed if people are to develop. One could not argue against the fact that it is good to be happy at a birthday party.

Our predecessors who created the motto would have rejoiced to see so many of the residents happy. Often non-ambulatory and severely and profoundly retarded residents are unable to participate in events because there are not enough people to push wheelchairs or to give the necessary individual attention. This year summer workers, workers not involved in programs, foster grandparents, and visiting Marines volunteered to serve on a one to one basis. Ray Respess, Assistant Director for Personnel Management, towered above the other wheelchair pushers.

First came the parade but not before Oscar who has been here for forty-seven years played the role of traffic policeman as is his custom. The Marine Color Guard from Cherry Point accompanied by Vickie Howell, Volunteer Services Coordinator, marched first. Then came a variety of floats accompanied by people on their feet and people in wheelchairs.

Title-XX's float on which sat Betsy Ross, The Wright Brothers, Helen Keller, Abraham Lincoln and George Washington Carver led the way. A nurse identified as Florence Knightingale sat among these illustrious Americans. The organizers were willing to correct their spelling but what was Florence doing there? Was this a gracious gesture to a fallen foe or do some people claim this great nurse and administrator as a fellow American?

The floats that followed displayed such things as a huge cake with the legend, "Happy Birthday America," the Spirit of '76', the Boston Tea Party, the signing of the Declaration of Independence, the Liberty Bell and a huge Eagle. The Mount Olive fire truck, borrowed as it was last year by Michael Withers, special education teacher in Division-CD, brightened the scene with sound and lights. Boy Scout Troop-F marched.

The colors red, white and blue were much in evidence. People wore hats in these colors made by Division-G residents. A blue frisbee was thrown from one float to the bystanders and back again.

After the Parade everybody went to the ballfield for entertainment, field events, lunch and a delightfully brief speech.

Our new Director, Dr. Thomas Dillon, introduced Mr. Phil Kirk, Secretary of the Department of Human Resources, who told us that we were looking to the futue with hope and anticipation. Mr. Kirk accompanied by Mr. Richard Morgan from Raleigh had landed in a helicopter before the Parade.

The residents loved the music and the louder and stronger the beat the better they enjoyed it. They danced. They sang. They and Ben Ramseur, Music Therapist, who was master of ceremonies were indefatigable. The Groundspeed Group from Greenville played. In it were Bob Hedrick, Roy Coates, Frankie Harrison and Mike Thompson. Bill Clark, psychologist in Division-CD, delighted the audience with "Lightfoot," his West Virginian Stomper doll. The Caswell Chorus sang patriotic songs.

A borrowed dunking machine stood in the east of the ballfield and residents had fun dunking employees' children. After lunch there was a cake walk. Some ladies on the staff made beautifully decorated cakes for this.

All day it was very warm although cloudy. At four o'clock it was time for the dedication of the new Nature Trail lying west of the Caswell Cemetery. Torrential rains sent the caravan of cars back to the Recreation Building where Mr. George Adams made a speech, Caswell residents gave a display of square dancing, and everybody ate barbecue.

In the evening there was a pageant in the Recreation Building. Ms. Eve Rogers from Pitt County was mistress of ceremonies. Miss Debr Green, Miss Black Teenager, Lenoir County 1976 sang several songs and some residents sang danced and modelled gowns lent by a Kinston store. It was a memorable celebration.

———o———

INDIVIDUALIZED PROGRAM

This is a report entitled School History written in 1927 by the school principal, a psychologist, at Caswell. She was so interested in the student that she arranged for him to go to school at Berea, because she thought the type of education offered there would best meet his needs.

Before the present school department of th Caswell Training School was organized toward the end of 1923, Milton had had little regula schooling. Previous teachers, however, had alway picked him out as "different from the other boys' but the school groups were so large and heterogeneous, and sessions so irregular, that little individual attention could be given to any specia pupil. One teacher had Milton placed as offic boy in the Superintendent's office as "it seeme such a shame to have him with the other boys s much". Little was known of Milton's peopl at this time, and it apparently seemed impossibl to find some other place for him, but the bo has generally, in his quiet way, won a certai recognition from both pupils and attendants, a well as from members of the staff.

The Stanford-Binet test made in May 192 showed him as 12 years 0 months chronolog cally, 8 years 9 months mentally, giving him a I.Q. of 72 plus. The boy was always very reticer and shy—much more so as a younger boy tha now—and as we who now know him better, believe, he certainly did not do himself full justice in this test.

In January 1924, just after the present scho department was first organized, Milton was th most advanced pupil in the school group desig nated the "Advanced Boys' Group", the remaind of the group ranging in mental ability fro Kindergarten to III grade, but the majority them unable to recognize more than 10 to 20 thre letter words, or to count beyond 10. This grou was given two hours' academic work daily (whic later on had to be cut to one hour on account shortage of teachers), one hour physical trainin and one hour manual training. Milton easily e celled his classmates in all three types of trai ing. In addition to his school work, he was al working in the dairy, getting up at 4:00 A.M. ar working until school time, and again from 3: P.M. until supper. He was considered one of th most efficient and reliable workers, though on a boy of thirteen, and much younger than mo of the dairy boys.

A year later, by the beginning of 1925, mo of the boys in his class(middle and high gra young morons) were around higher first to seco grade standards, while Milton had reached I grade standard, and was showing keen interest natural phenomena and current events. He h also shown considerable histrionic talent, as w as initiative and dependability in various sch plays and entertainments. In school, his abili to concentrate was far beyond that of the rest of the class, and he was easily its most trustworthy member. There was never, however, the opportunity for him to obtain sufficient practice in the essential arithmetic drills during the school period. Outside the regular school hours he enjoyed figuring out for himself quite a considerable amount of typing on an old typewriter. During the spring of 1925, while in the hospital convalescing after an illness, he developed the desire to read for his own pleasure, and under guidance progressed from III to V grade standard in reading ability in a little over four weeks' time. By the time he was released from the hospital, the reading habit was firmly established, and since then in spite of many environmental hindrances and shortcomings, his reading ability and interests have slowly but surely increased and developed.

But then came new difficulties—always large for his age, Milton had now grown and broadened so rapidly that before his fifteenth birthday, he was taller and broader than most boys of 16 or 17, and about twice the size of most of his classmates. He became restless and begged to be allowed to "work on the farm with the other boys". It was found out later on that on or two older boys of high grade imbecile intelligence, and a couple of ignorant attendants who knew nothing of the nature of Milton's school work, thought he was being made to do "kindergarten work" as they called it, and "guyed him" about being with the school kids" to such an extent that the boy's life was made utterly miserable.

On being placed on the farm that summer, he proved himself an able, industrious worker, and in a year's time—he was then just 16 and as tall and as broad as a man—the head farmer spoke very highly of his work, and said that the boys was doing as well as any of the hired farm hands, was very industrious, willing and trustworthy, and of excellent personal habits. In fact, all the men considered the boy normal, treated him such and had the highest respect for him.

All that year, Milton's educational problem had been kept in mind, but the only opportunity that could be made was to arrange for a night class twice a week, and in order to prevent a recurrence of the foolish teasing that had so hindered the boy previously, it was necessary to win these other boys to attend night class also. By calling it a "Citizenship Training Class", the possibilities of parole were stressed, and it became a class for the development of attitudes and ideals, rather than intensive drills in the mechanics of writing and boys of a lower mentality than his own.

His winning personality, his willingness to assist those less fortunate than himself(he has known for some time that he is normal) his courtesy and a certain dignity and aloofness have won for him the love and respect of the entire Institution and all are anxious to help the boy better himself.

It is significant, also, that the more desirably ambitious of our younger high grade boys deliberately pattern their behavior after Milton's example, and this influence (a most wholesome and potent one) is almost entirely unconscious on his part.

An extended search in cooperation with the Public Welfare Department has lately resulted in the discovery of relatives in Iredell County, and an uncle and aunt in Sanford, N.C. who are particularly anxious to help and encourage the boy and have already contributed towards the fund for his schooling.

How the boy is likely to function among normal people in the everyday world may be judged from the following: He spent last week-end in Raleigh with his newly-found Sanford relatives. He made the trip there and back alone, except for the initial trip from Kinston to Goldsboro. With his relatives he visited most of the places of special educational interest around Raleigh and gave a full and interesting account of his trip on his return. Saturday was a particularly disagreeable day—hot and dusty—but he hadn't noticed the weather—"there were too many other things to see", besides, he "was too happy to think about the weather anyway," he said.

Two members of the office staff who happened to return on the same bus from Raleigh on Sunday night, reported that the boy appeared quite at ease and unembarrassed when spoken to at the Raleigh bus station, that he bought his ticket as if he had been used to traveling all his life, was quiet and reserved on the return trip—in fact, "behaved like a perfect gentleman" throughout.

Some little while ago, a boy scout executive who has had wide experience with boys, besides considerable army experience, reported after having taken Milton on a day's trip with him, that "he appeared more observant and thoughtful than the average boy of his age". He was convinced that the boy was normal.

———o———

CASWELL CENTER HOME, CHALLENGE FOR RETARDED

(This article and the title appeared in the special Bicentennial edition of the Kinston Free Press on July 4th, 1976.)

When the late Dr. Ira M. Hardy of Kinston and other friends campaigned in 1910-11 for a suitable training school for feeble-minded children in North Carolina, not even the most starry-eyed dreamers could have envisioned what Caswell Training School has become to Lenoir County and the State in one short generation.

The Institution began on a bond issue of $60,000 and a site provided west of Kinston.

ECC Went to Pitt

Leaders are hopeful that a day center for trainable children of school age can be instituted here in the near future. But in the beginning it was a different story. Kinston had just lost a bid for East Carolina College to Greenville, and the idea of a school for feeble-minded children, even as a substitute for a much-needed college, was not the most welcome one in all circles here. There were many across the State who felt it was foolish to spend state tax funds for such a facility.

But it was a dream that came true and one to which many talented and interested people have added greatly, especially during the past two decades, as it has grown into its present "big business" proportions.

How It All Began

In 1911 Gov. W.M. Kitchin appointed a board of directors, consisting of nine men, to study the need for and location of a State Feebleminded School and a State bond issue of $60,000 was authorized in order to begin the work. On account of the limited bond issue the Board decided to ask communities to make bids for the institution. They wanted offers from towns which could donate "300 to 1,000 acres of good land, a good water supply, proper sewage disposal and railroad siding."

Kinston, Washington, and Lillington offered locations and Lenoir County was selected as 807 acres of land were offered by the people. (Later Board of Trustees purchased 98 acres more, making a total of 905 acres.) Kinston also offered free electricity and water for five years. The offer of free water was refused as the Board felt that it cost little more to put down our water plant than to run a main large enough for the needs of the institution. The Norfolk-Southern was also generous in that it constructed, at its own expense, and donated to the institution, 3,000 feet of railway sidetrack.

Cornerstone Ceremony

The first three buildings planned for the campus were a central building, a girls' dormitory and a boys' dormitory. York and Cobb of Raleigh was the contracor. The cornerstone of the main building was laid on May 6, 1912 with ceremonies presided over by Master Mason W.K. MCKay. Addresses were made on behalf of the board of trustees by Mark Majette, Dr. J.Y. Joyner, state superintendent of public instruction; I.J. Sutton and W.D. LaRoque, mayor of Kinston, Dr. Charles O'H. Laughinghouse gave the dedicatory address. It was described as a "grand occasion."

On December 8, 1918 fire destroyed the girls' dormitory and on January 7, 1919 the boys' dormitory was destroyed — also by fire. At that time it was necessary to send 53 children home and to transfer 44 to the State Hospital at Raleigh. The original central building is still standing and has been renovated in recent years to house the kitchen and two dining areas.

The Prime Mover!

The late Dr. Ira Hardy was primarily responsible for the establishment of the school and was made the first superintendent, serving while the buildings were under construction. The minutes state the superintendent's salary was to be $1,500 per year, plus living quarters and travel expenses."

15 Girls Come First

In February 1914 Dr. C. Banks McNairy of Lenoir, N.C. succeed Dr. Hardy and on July 1, 1914 the first children were admitted — 15 girls. By the end of the year there were 122 boys and girls at the institution. Miss Sara Shaw was the first school principal and the purpose of the school departments was to "train whatever is 'trainable' in a child." There were four regular teachers — "three literary and one music." In 1915 Dr. McNairy recommended to the General Assembly that the name be changed from the N.C. School for the Feebleminded to Caswell Train ing School.

In 1919 $300,000 was appropriated by the Leg slature to replace the buildings that had bee destroyed by fire and to increase the size of th school. From the superintendent's report in 192 we find these words — "We now occupy thre new dormitories, a new power house, a new scho building (with no furniture) and dining room com bined and a meat house—all of fireproof con struction. A complete modern kitchen will be com pleted in a few weeks."

The farm house on the Fields' farm becam the residence of Dr. McNairy. Out of an ol tobacco barn was created a "temporary gener office, room for bookkeeping, accounting, an correspondence departments and quarters fo board meetings and superintendent's office." Up stairs in the tobacco barn were sleeping com partments for several employees.

Dr. Dixon Was Next

With the resignation of Dr. McNairy Dr. W. Dixon became the third superintendent in Jul 1925. He served until August 1933 and during h tenure Dr. T.J. Wright was secured as medic director and psychiatrist and W.L. Sutton wa chosen as business manager. Dr. James Parrot Dr. Frank Sabiston, eye, ear, nose and thro specialist, and Dr. E. T. Koonce, dentist, visite Caswell at frequent intervals to check the chi dren.

Between 1925 and 1933 three legislative se sions appropriated various sums for improvemen at the institution. In 1925 $51,034.40 was give for "capital improvements, renovation of exis ing buildings and additional water supply an storage." The 1927 appropriation of $106,441 bui the McNairy and Cartwright dormitories and gen eral improvements followed a $67,000 appropr ation.

Following the resignation of Dr. Dixon July 1933 Dr. F.M. Register became Superinte dent in September of the same year and served u til August 1939 when he passed away. During h administration two regular legislative sessio and a special one called in 1938, appropriated total of $282,906 plus a federal Public Wor Administration grant of $42,390 for improv ments at Caswell. Buildings began to sprout over the campus — the auditorium, 8 cottage dairy barns, sweet potato curing house, fertiliz house, silos and the boys' detention buildin Existing buildings were also renovated and r conditioned.

Dr. Tom Took Over

Dr. W.T. Parrott became superintendent in N vember 1939 and served in this capacity until t tiime of his death in July 1948. During this tin the N.C. legislature saw the need for more grow at the institution and, with an appropriation a supplement, earmarked $3,867,138 for improv ments. From this amount the following buil ings were placed on the campus—boys' and gir dormitories, staff houses, staff dormitori new power plant, kitchen and cafeterias, dai barns, cold storage plant, expansion of laund steam lines and sewage facilities, campus ligh and general farm buildings.

Dr. Mike Lee, medical director, serving as acting superintendent until the appointment of Dr. W. C. Byrd in August 1959. Dr. Byrd joined the medical staff at the State Hospital in Morganton in July 1954. Dr. Julian Lee Lokey, who was a member of the Caswell medical staff, became superintendent in August 1954 and served until December 1955. During the interim period before the appointment of Dr. Fredrick E. Kratter as acting superintendent in June 1956, S.H. Stroud, business manager served as acting superintendent.

Dr. Frank Badrock became superintendent in 1959, succeeding Dr. Kratter. At the end of 1973, Dr. Badrock resigned as superintendent to become medical director. From January till August, 1973, Dr. James Osberg and George Adams were in charge of the center. In August, 1973, Dr. Carlos Coello became superintendent. He resigned in March, 1976. Currently George Adams is acting irector. A director is being sought. While Dr. Coallo was at Caswell, upon instructions from the Division of Mental Health, the title was changed from superintendent to director.

Changes In Name

In 1959 the General Assembly changed the name to Caswell School. At that time the schools for delinquent children were called training school so the term did not seem appropriate for an in stitution for the mentally retarded.

In 1963 when the General Assembly set up the new North Carolina Department of Mental Health it decided to change the name to Caswell Center. Many in Caswell at that time did not go to school. There were then as now more adults than children.

Policy Direction

Policies are no longer set up as they once were by a board of control. When the Department of Mental Health was set up in 1963, the Mental Health Board became the policy-making body. When the Department of Human Resources was established in 1973, authority was given to the secretary of that department. The former Department of Mental Health became the Division of Mental Health within the Department of Human Resources. Dr. Ann F. Wolfe is the Deputy Director for Mental Retardation.

Area Served

In 1956 Caswell was the only institution for the mentally retarded in the state. In 1958, Murdoch Center was opened to serve the Central Areas and O'Berry Center was opened to serve the black population. Western Carolina Center was opened in the early 60's. Caswell now serves only 31 counties in the East, but still has residents from other areas who came to Caswell long ago. In 1965, all the institutions operating under the Department of Mental Health were integrated.

Philosophy

The greatest and most interesting change is in philosophy at Caswell. "Haven on the Neuse," he title of a book published in 1969, several years after it was written by Elizabeth Brown who was a Caswell psychologist for many years would now be a most inappropriate title for a book about Caswell Center, according to a Caswell official.

The "developmental model" of mental retardation is the philosophy, human beings develop n a sequential and predictable way throughout their life span and the rate and direction of development can be influenced by systematic training.

Institutions are not the best place for growth and development. For this reason efforts are made to train mentally retarded children and adults in the community if possible. Large institutions foster deviancy, it is noted.

Only if a retarded person's needs cannot be met in the community is he admitted to Caswell Center. The decision to seek admission is made by an Interagency Council composed of a variety of people, such as social workers, psychologists, nurses, doctors and teachers. These people know what resources are available in their community and can advise families.

For every resident who is admitted to Caswell a time-specific, goal-oriented program is set up by a team before admission. While he is here each resident has an habilitative program of services. A multidisciplinary team decides what each needs and sees to it that the program is carried out.

The goal is to meet the standards for residential facilities for the mentally retarded (Accreditation Council, 1971). To be accredited a facility must provide active habilitation programming to each resident.

The aim is to return as many residents to the community as possible so they can live lives as like normal people as possible, accepted in the community. People who are perceived as deviant are not accepted, a staff member said. "We do not discharge residents unless we believe their needs will be better met in the place to which they go than they were met at Caswell," she noted.

The staff practices the "Normalization Principle." This was first talked of in Scandinavia. In 1959, Bank-Mikkelsen in Denmark spoke of "letting the mentally retarded obtain an existence as close to the normal as possible."

Organization

In 1974, Caswell reorganized internally going from the departmental system to the division system. Before, there were departments such as medical, cottage life, social work, psychology, training and education. The Division Director is the administrative head of the division having administrative authority over all workers - including professional workers - in his division. Residents are placed in divisions according to such factors as age, degree of retardation, and training needs.

There are currently 1,200 residents on campus and a waiting list of 10. There are 1,123 employees and the annual payroll is $12,018,295.

The center is situated on 348.82 acres (in 1974 the farm was given to the Department of Agriculture).

New construction in the last 20 years include Barnes Development Center, Central Hospital, Recreation Building, Tapp Building, Resident Dining Room, and a swimming pool.

In the past two decades renovations have been completed at Lee, Administration, Byrum, Parrott, Johnson, Kendall, McNairy, Dawson, Austin, Pate, Central Hospital, Tapp, and Cartwright buildings and to the heating plant.

New buildings planned for next year are Linen

Distribution and Non-Ambulatory. Renovations scheduled for next year are Pate, Parrott, Johnson, Residents' Dining Room East, Hardison Hall, Sprucewood, Birchwood and Oakwood buildings and roof repairs.

———o———

SIX RESIDENTS OF CASWELL CENTER INVOLVED IN COMMUNITY LIVING SKILLS PROJECT — VISIT WASHINGTON, D.C.

Six residents at Caswell Center and three staff members enjoyed a visit to Washington, D.C., for three nights and four days June 7 through 10th. The residents involved were Faye Holmes, Irene Maness, Sybil Rouse, Donald Kinlaw, Jeff Mason, and Eugene Taylor. The staff members accompanying the residents were Teresa Pazos, David Hills, and James Jones.

The purpose of the visit was to encourage and build upon those skills and abilities the residents have learned as participants in the Community Living Skills Project — Title XX. The Community Living Skills Project is a federally funded program as a result of recent amendements to the Social Security Act. This program is a part of the Eastern Regional Department of Mental Health. The intent of this program is to provide intensive training to mentally retarded persons which will prepare them for community placement in carefully supervised settings to meet their needs.

The visit to Washington was especially interesting due to the extra Bicentennial events sponsored by the city. Places of interest visited were the Lincoln Memorial, Jefferson Memorial, Washington Monument, White House, Capitol Building, National Gallery of Art, Mount Vernon, Arlington Cemetery, Smithsonian Institution, and the Wax Museum.

Fund-raising activities were held by the Community Living Skills Project. These activities included two car washs, a bake sale, and a rummage sale. The next trip planned will be to Kings Dominion and Williamsburg, Virginia. This trip will take place July 26 through 28th. Another overnight stay has been planned for the end of August involving the Carowinds and the Lost Colony.

All three overnight trips were planned early in May. They are a part of the Summer Program at the Community Living Skills Project. The Summer Program involves these overnight trips in addition to weekly excursions involving all of the residents. All activities and trips for the residents planned by the Community Living Skills Project are to reinforce abilities that the residents have been learning.

The Washington, D.C., trip proved to be an unforgettable experience, but not an unrealistic one. The experiences encountered while visiting Washington followed the same theories that can be found in one of the earliest works regarding slow development, Itard's "The Wild Boy of Aveyron." Some of the major changes we observed in our residents during this trip followed a theory elaborated in this book regarding "**exposure**" as one of the **prerequisites** to **learning**.

/s/ David Hills
Health Care Technician II
Title XX Services
Caswell Center Site

NEWS IN BRIEF

William Thomas Dillon, Ph.D. is our new Director. Dr. Dillon joined us on June 21. He cam from St. Petersburg, Florida, where he was Regional Director for Mental Retardation for seven county area.

* * *

Frank Badrock, M.D. retired on June 30. D Badrock was superintendent here from 1959 until he resigned from that job at the end of 197 to beome Medical Director. A short time befor retiring from that job to become a staff physician.

* * *

Much work has recently been done to enabl certain areas in Division CD,G, and E to mee ICF Standards. In June Division CD suceede Division G and E are still trying.

* * *

Ted has found a home. His problem was emotional disturbance rather than mental retardatio He needed individual loving attention. Foste homes had failed before he came to Caswel

Adoption seemed to be the answer but it wa not easy to arrange that. His social worke searched the State. A consultant in the Depar ment of Social Services told her about an agenc in Michigan which had a reputation for handlin difficult to place cases.

The agency was contacted. A couple wh wanted to adopt a child came to Caswell and too Ted on a visit to Michigan. Things went we In June Ted left Division F to go to his ne home in Michigan.

* * *

When seven year old Barbara came to Caswe twenty-two years ago from Palico County her pa ents said they hoped she would be trained. B Caswell at that time did not have enough sta to train all the residents so the more sever retarded like Barbara had to be given custodi care.

Now at last Barbara is in a training progra Thanks to more money we have more staff a adults like Barbara are being systematical trained to do such things as go to the bathroo bathe themselves, and brush their teeth.

* * *

We have an art teacher, Kay Copenhaver, wi us for the summer. Her position is a tempora one paid for by E.S.E.A. funds. Forty fo tunate residents are benefiting from regualr a lessons. This improves their fine motor coordi ation, stimulates their imagination, and gives the a sense of achievement. Moreover it's fun.

* * *

Educators agree that they have not h enough training in how to teach severely a profound retarded people. At present we a working with the Department of Special Educ tion at East Carolina University to try to wo out a program at the Master's level that will me our teachers' need for more training in this ar

* * *

We have two registered Occupational Ther pists in the medical department now. They a Miss Alice Hogan and Mrs. Kathy Matthews.

NORTH CAROLINA STATE LIBRARY
RALEIGH
NOV 26 1976
N. C.
Doc.

41/4

The
CASWELL NEWS

"CASWELL CANNOT TAKE THE PLACE OF FAMILY RESPONSIBILITY,
LOVE AND MORAL SUPPORT"

High and wide and handsome
That's how life should be;
Wide and high as a prairie sky,
Open and clean and free.

Handsomely giving of ourselves
And that which bears our brand
Sharing the best of what we possess
With a big and generous hand.

No more fences of fear and hate
Dividing the human race;
Giving our minds the run of the range
in God's great open space.

High and wide and handsome,
Honest and clean and free
A young-as-spring, adventuresome thing
Life should, and life can be!

Helen L. Marshall

October, 1976

Volume VLI

Number 4

The Caswell News

Volume VLI - No. 4 - Kinston, North Carolina OCTOBER, 1976 $1.00 Per Yea

Published quarterly for the benefit of Caswell Center and for the information of the citizens of North Carolina.
Director .... William T. Dillon, Ph.D.
Editor .... Jean I. C. Tabory
Circulating Manager .... Vickie Howell
Treasurer .... Evelyn Carlisle

CAUTIOUS OPTIMISM

"The emphasis is on the term citizens for that is what the mentally retarded are." "Mentally retarded individuals are equal members of our society with special need." "It is the hallmark of all compassionate people that the dignity of all citizens be promoted and that all be offered opportunity for fulfillment." "Using present knowledge and technique it is possible to reduce the occurrence of mental retardation by 50% before the end of this century." "Man is belatedly realizing that wastage must be reduced." "90% of all mentally retarded people can be trained to take their place in society as contributing members." "Public Law 94-142 means no rejection of handicapped pupils in public schools by 1980."

These were among the optimistic statements made by eminent speakers on the opening morning of the Fourth International Congress of the International Association for the Scientific Study of Mental Deficiency in Washington, D.C. in August. A word of caution was spoken. It was pointed out that there was a gap between research and practice. This must be closed.

In writing about "Social Work for the Mentally Retarded" in an information sheet to be passed out at a Health Careers Fair for high school students, Mrs. Margeryfay Cramer, ACSW, Coordinator, Social Work Services at Caswell also sounds a hopeful note, "Within the past decade or so, more and more professional people, including social workers, have been interested in working with the mentally retarded. Federal and state funding for programs and services has been increased, thus more positions have been made available in organizations such as Caswell Center, A.D.A.P.T. Centers, Developmental Centers, Mental Health Clinics, and so on for work with the retarded.

Such great strides have been made within the last few years in understanding the retarded, that it is hard to imagine many people still feel a retarded person is "hopeless", and should be locked away from the rest of society all his life. Much more needs to be learned about the retarded, but we do know their needs are similar to yours and mine: to be useful, to be respected, to be loved, and to give love, to succeed as well as to be allowed to fail, to have some control over one's ow life, and order it insofar as one is able. Socia workers are concerned that the rights of the re tarded are guaranteed, that they contribute to sc ciety to the full extent of their ability, that the receive their fair share of this earth's bount Families of the retarded need special help, whic trained social workers can give.

To work with the mentally retarded, soci workers must have broad general training and e perience in working with people. In addition, the must have special knowledge about mental r tardation, including causes, prevention, diagnos and prognosis, training and care, family implic tions, resources, and long term planning abilit Social workers have a unique opportunity to ad to the expanding body of knowledge about ment retardation, while making significant contrib tions to the lives of the retarded individuals an their families."

Our task is to teach the public that retarde citizens can be contributing members of society

———o———

NEWS IN BRIEF

Six residents and two staff members in Tit XX took a trip to Williamsburg, Virginia fro July 26-28.

The Industrial Arts Class in Title XX no works in a house on Pecan Lane. String-art an leather work are sold to interested persons. Th proceeds are used to buy supplies for more wor Trade has been brisk.

Dr. George Iskander joined us as Staff Phys cian in August.

Lynda E. Wilson, Ph.D. joined us as Psycholog cal Services Coordinator on September 6.

Emma, a Division-B resident, was saved fro choking on September 7 because Mrs. Brenda J cobs had learned how to use the Heimlich Mane ver in Staff Development.

Joseph Pipkin became Recreation Coordinat on September 1. He reports that 3,591 residen attended the swimming pool this summer. 203 res dents went to camp and there were six camps. H fears the number will be less next year because decrease in funding. Let's hope people dona enough to prevent this.

Our residents enjoyed the Lenoir County Fa as always. Some competed very successfully. Wi liam won second prize for his woven place ma and Eugene for his string-art. They are in Tit XX. Mary obtained first place and Annie Mae se ond place in Ceramics.

One unit (28 beds) in Division E and one un (28 beds) in Division G met ICF Standards o June 30th.

OLYMPIC THOUGHTS

How do we resemble Nadia Comaneci? How do our retarded fellow citizens resemble the winner of gold medals? Most of us admire excellence but never attain it. What can we learn from an Olympic Champion?

Well obviously one thing we can learn is that like the champion we can do our best. Each of us can strive for the measure of excellence possible for himself. Some are capable of climbing Mount Everest, most can walk miles but all that some retarded children can do is walk a few steps. The important point is that everybody can make an effort—the same effort as that made by the most skillful performer.

Another lesson is that we all need help. Athletes have coaches. Many have families who help them. Interdependence is the name of the game.

And so it is at Caswell. Abe is a physically handicapped fifty-four year old man who has lived here for eighteen years. Sometimes he gets a little grouchy. Who wouldn't sitting in a wheelchair all the time. Because of his physical handicaps he cannot write but now he has a social worker to whom he can dictate notes. This is what he dictated recently in a letter to one of the Caswell barbers.

"This is to say thank you for all the help you have given me to help me to be more attractive and to feel better about myself. I am thinking about how to be more helpful to others and you have helped me to know something about helping others."

The social worker helped Abe: the barber helped Abe: and Abe helped both of them by showing them that their work had helped him to grow.

We all can travel along the road towards excellence.

———o———

SUCCESS STORY

In celebration of America's 200th birthday, the Title-XX Project at Caswell Center sponsored a Bicentennial Pageant the evening of July 1st. Ten Caswell Residents, from various divisions on campus, took part in the pageant, which was held in the campus gymnasium. Those ladies participating were Phyllis, Julia, Angela, Loretta, Delores, Irene, Ann, Connie, Debra and Julia.

The purpose of the pageant was to afford these residents the opportunity of displaying their talents, and to demonstrate to the public that the mentally retarded are capable of poise and dignity. An unusual but rewarding aspect of the pageant was involvement of popular community personalities, Ms. Eve Rogers, hostess of the local TV show, served as mistress of ceremonies and Miss Debra Green, Miss Black Teenage of Lenoir County, provided musical entertainment. In addition to these celebraties, the Hardison Hall Boogie Band entertained the audience with several musical selections.

The ladies involved in the pageant possessed varying skills and abilities. Their talents ranged from singing and dancing to sewing and arts and crafts. In addition to individual talent, all ten ladies joined together to perform a dance routine. The pageant also included each lady modeling either formal evening attire or sportswear.

The audience's reception of the pageant was very gratifying for both residents and staff who had spent hours working together on the pageant. Many Caswell residents were in attendance and cheered and clapped for those ladies from their respective divisions. Numerous Caswell employees also were present for the celebration. But most inspiring of all was the attendance of the families and friends of those ladies participating in the pageant.

The Title-XX Bicentennial Pageant was a tremendous success. It was a positive experience for all those involved, and hopefully it was a step in educating the community regarding the mentally retarded.

Suellen Biel

———o———

THEN AND NOW

(This article was printed in a newspaper published in Smithfield, N.C. in the twenties)

"THE APPALLING COST OF FEEBLE MINDED CHARGES ON COUNTY"

One Johnston County Family Through the Span of One Generation has Cost County and State More Than $19,000; Cost Growing

by: Mrs. D. J. Thurston

In 1892 a baby was born of a feeble minded couple in the county Home of Johnston county. They were well advanced in years and had several other children prior to this, all of whom were county charges, and all were feeble minded; these were born before the couple went to the county Home, and the baby mentioned was born several months after their advent.

We will first consider the baby, for she was born and raised in the Home and has been there for forty years, a fixture for life. She has been sick a great deal, epileptic from birth, and has been a liability in the Home from the beginning, in bed a great part of the time. At eighteen she bore a bastard and again at 22 she bore another. Both were girls and feeble-minded. The older, now 22, has spent her life in Caswell Training School, state institution for the feeble-minded, at Kinston, and at Samarcand, state institution for wayward girls, near Charlotte. The younger, now 18, has been raised at Caswell.

The older now wants to be placed in a family, but we consider her unsafe for society. She has run away from Caswell, but returned, or was found by authorities. The mother and these two daughters are institutional charges and must always be, unless the girls could be sterilized and gotten into homes; however, none but the lowest types would take in these girls of low mentality, who would doubtless both become public prostitutes.

If we place the mother's maintenance at the county Home at the low estimate of $150 a year, she has cost the county in her 40 years, $6,000. The two girls in Samarcand and Caswell, at $300 a year each, has cost $9,000. The three together total $15,000.

We can safely estimate that the mother's parents who lived in the Home, one for 13 and the other for 15 years, cost $4,200, and they had been objects of charity throughout their lives. We have no figures on the cost of the other four children who were turned loose in the county, three of whom became criminals, cost. After the parents went to the Home, they and their daughter born there and her two daughters born there, have cost at a low estimate up to date, $19,200. As the girls are young and their mother only 40 a big expense is ahead for the three, and if the daughters bear illegitimates, as they will sooner or later unless protected by sterilization, the expense of this family may approximate $50,000 in the span of one generation.

(This article was printed in the Kinston Daily Free Press, Kinston, N.C. on September 5, 1976)

CASWELL MURALS REFLECT LIFE'S IMAGES

Art Works Fill Void; Bring Outside World Inside

By: Clyde G. Simmons, Jr.

For Caswell Center patients with no way of communicating with the outside world and no way of understanding what goes on outside their walls, there is hope.

Under the direction of Ms. Valerie Carmine, residents will become a part of the outside world through art brought to them though talents of local and area artists.

Ms. Carmine, an artist herself, representing Caswell's Volunteer Services, says the goal of the art program is to involve the community with residents of Caswell Center in an "Outreach" Program.

Local artists are contributing their time and craftsmanship in painting murals in five divisions.

Murals will be done on multiples of standard plywood because plywood is portable and interchangeable with other divisions.

The smallest of the murals will be four feet square and the largest will be eight by 16 feet.

Murals will be painted in the adults, profound and severe, children, profound and severe, and non-ambulatory divisions.

They will portray street scenes, people working, farm and scientific scenes, landscapes, and the many roles men, women and children play in life.

A collage mural will be painted depicting touch, smell, feel along with other senses. Another design will be billboard posters illustrating life styles.

As explained by Ms. Carmine and a co-worker, Mike Mosely, Caswell residents are not exposed to role-playing as we see it on television and in everyday living. Therefore, the art must relate to residents' lives, rather than to the artists' own experiences. They pointed out that many of the 15 murals will go in non-renovated units which are now bleak and depressing. Most of the painting will be done in the units so patients can follow the work from inception to completion, some artists will work in their homes, however.

Each division used a team approach — the artists will work with sociologists, psychologists, and other staff members in developing composition and approach.

Each year, every resident is evaluated by a team to determine if his established goals have been met, and if they have, new goals will be set.

Although area artists are responding, more are being recruited, and supplies are needed if wor is to be completed, states Ms. Carmine. A woo company has already donated the plywood, sh said. Due to begin this month, the project is ex pected to take about a year to complete.

Murals will not be the 'cutie' type, but will re veal meaningful impressions, said Ms. Carmine.

Caswell Director, Dr. Tom Dillon will serve a caretaker of the murals when they are finishe but they will belong to the residents, she said.

She stressed that research indicates even th most profoundly retarded are able to see, if no appreciate, works of art that relate to the outsid world.

The project has the endorsement of the Nort Carolina Arts Council, the Kinston Arts Counci area artists and ECU Department of Art.

* * *

You will observe the great difference in ton between these articles. We hope that more an more people will come to realize that their re tarded fellow citizens are people who can develo

There are a few corrections we would like t make in the second article. We do not have pa tients in Caswell Center. The term used is residen The artists will work with the division team through the habilitation specialists. Dr. Dillo will serve as the advocate of the murals not th caretaker.

Mrs. Carmine wants to point out that this is project of Community outreach of which Voluntee Services is a part. Everybody in Volunteer Service is involved in it.

FACTS AND FIGURES

As of September 30, 1976 the total populatio at Caswell stands at 1316 (716 males and 600 fe males) with an average daily population of 127

During the last quarter (July, August, an September) there were 11 (4 males and 7 females admitted. There was 1 readmission (male).

During the same quarter there were 27 (1 males and 11 females) discharged from placemen

There were three deaths (2 males and 1 fe male).

Twelve applications (8 males and 4 females were received. Applications on waiting list as September 30, 1976.

REPORT FROM REHAB

We've put the plans on the table. Yes, Vocation al Rehabilitation here at Caswell, has presente a proposal.

We feel we could provide better services to ou clients with a great deal of emphasis on Caswe clients with such a proposal. Out of the need t better our services arose the appointment of th Task Force members from Caswell staff along wit those from V. R. who worked diligently for thre days on the outline and details of this proposa

We have hopes that our services will continu to improve and that we will be better able t provide the needed services to our clients.

We would like to thank Dr. Dillon and th

Caswell Task Force Committee members for the full cooperation shown.

You will be hearing more about this plan as it progresses through the appropriate channels. The Task Force has completed its portion and the proposal now sits on the desk of the Regional Director. We hope to hear from him soon. The V.R. staff would publicly like to thank our Acting Director, Mr. J. L. Herring for his cooperation, consideration, and fine skills displayed while working with us.

The staff and clients of V.R. will be attended the State Fair on October 19, 1976.

A THOUGHT:

"Let each become all that he was created capable of being. Expand, if possible, to his full growth; and show himself at length in his own shape and stature.

—Thomas Carlyle—
Dolores Brown

HAPPENINGS

DIVISION-A

One of the mottoes of Dr. Henry H. Goddard, the famous psychologist at The Vineland Training School was, "Happiness first, all else follows," and the first workers at Caswell in 1914 adopted t as their school's motto after a visit to Vineand. Is it a suitable motto? This at least can be aid. Nobody wants retarded citizens to be unhappy. But to put happiness first can have cerain unfortunate consequences. One was that we ver-protected retarded people to save them from harsh cruel world.

Now we are saying that they, like the rest of s, are human beings capable of growth and development. We want to provide conditions that nable development to occur. We avoid overprotection.

Something has happened in Division-A which as most skillfully reconciled the two philosophies. hanks to the interdisciplinary team's hard work nd creative planning, three ladies each of whom as lived at Caswell for almost fifty years have ound great happiness and a splendid chance to row.

At the end of September they moved into a ttle white house they have rented from Caswell. hey pay their rent, their utility bills, their food ills, etc., with money to which they are entitled s disabled people.

Miss C who being under sixty is by far the oungest of the trio, does the cooking and housekeeping assisted by Mrs. H who is eighty one. Beore the ladies left Cartwright building Mrs. Alease ouse, Home Economics Teacher, taught Miss C ow to prepare nutritious meals. Having been a orking resident for many years she didn't need ny lessons in sweeping, mopping and scrubbing. he already knew how to look after seventy-eight ear old Miss Z who is so physically handicapped hat she has to spend her days in a wheelchair for he has helped to do so for a long time.

Mrs. Louise Boone, a retired cottage parent who orked with the three ladies for years in Johnson-4 before they were transferred to Cartwright, acts as volunteer advocate seeing to it that Miss C is driven to the supermarket to do the family shopping.

A family — that's what the ladies are now. No longer are they members of a large group of people who have to go to bed and get up at set times, eat meals not of their choosing, and sleep in a big dormitory. Now as Miss C says, "We can go in and out to the porch when we like and sit and talk." Of course life isn't ideal. It never is. "The gnats bother us. I wish they'd go away," adds Miss C.

On the porch are two plants in macrame hangers. These were gifts the ladies received at a housewarming party given by their fellow residents in Cartwright building on Friday, August 13. All members of Caswell staff were invited and many came bringing a variety of useful and beautiful gifts such as blankets, towels, corning ware, a set of melamine dinner ware, a silver service, a ceramic lamp, a garbage can and a mail box.

It was a splendid party. The three guests of honor wore corsages. Ben Ramsaur and Mike Thompson, music therapists, provided music and song. Mrs. Esther Jones, special training instructor, led the residents in the singing of their favorite hymn, "How Great Thou Art." Mrs. Matie Page, health care assistant, accompanied on the piano.

Do we ever think about how many simple pleasures those who life style deviates from the ordinary are deprived of? Only those who marry or have babies or set up house are given showers. This was the only shower most of the Caswell residents had attended in their lives. They agreed with Dr. Thomas Dillon, our Director, when in a brief speech he said that this was a very happy day. He also told the three ladies who were about to launch out into their great adventure that they would always have friends at Caswell Center who would visit them. When he presented his gift Miss C embraced him saying, "Thank you, Sugar."

When the moving day came Miss C pushed Miss Z's wheelchair to their new home. Mrs. H was driven there. Before they went Mr. Ivey Stroud, Health Care Supervisor, and Mrs. Linda Dodd, Social Worker, set up the beds, fixed the T.V. antenna and put up the drapes. One suspects there were some anxious people among the Division-A staff on the night when the ladies were alone for the first time.

But all went well. A visit to the little house convinces one that its occupants are happy and proud to be on their own.

"Come and see my little bathroom," invited Miss C. "We've got our little home fixed up." "I've got a jar of instant grits." "We've got nice stuff." One notices the switch from "I" to "we".

It's good to hear Miss C using the word "my" because she has had so few opportunities in the past half century to have anything of her own.

"Bertha has a pink bedroom," she says, leading the visitor into Mrs. H's room. "That's a picture of her daughter. These are her daughter's children.

She had no place to put them out when we lived in Cartwright."

Miss C and Miss Z share the second bedroom. Floral bedspreads on the twin beds match the drapes. "I bought them," remarks Miss C. "Look at that old chest. It's antique. Needs repairing. That mirror on the floor should go on it. Ruth doesn't want to give it up and I don't blame her."

In the kitchen Miss C happily lifts the lid from a pot on the stove. "Somebody gave us butter beans. We had beans and eggplant for dinner. I've got a rolling pin. I'll roll some dough and put the beans in some pastry." Asked if she could make cakes she explained seriously, "I believe I can. You know you can get these Betty Crocker mixes. You just put some water in and stir. You can get Duncan Hines too." One has the impression that Miss C thinks that the questioner needs help and is eager to give it.

Breakfast is the ladies' favorite meal. They have grits, bacon and eggs and coffee. In their cupboard there is an array of large jars of instant coffee.

In the living room balanced on the back of the sofa is a picture of a little red house in fields of waving grain. It is a gift received at the housewarming party.

"I aint got any pictures up yet but I'll get them," observes Miss C. "I bought the rug, Bertha bought the chair. Mrs. McArthur gave us the sofa. Me and Bertha bought the drapes."

When it is time to leave Miss C is concerned about the walk back to Caswell. "It's a long way. There's the mail-man. He'll drive you back, honey."

One goes to say "Good-bye" to Miss Z. Miss C bends over her wheelchair and says, "Tell her how you like our little house, Ruth." Miss Z's speech is not clear but one has no difficulty in understanding the response, "I'm crazy about it."

Miss C walks down the pathway with the visitor to the mail box. "Do you like our mail box? Mr. Lapas gave it to us." She hears a voice from the doorway and turns round to look at Mrs. H. "Come and get the mail Bertha. She likes to do it, God bless her. I wouldn't take it away from her for all the world."

As one walks away one thinks of the picture in the living room. It symbolizes peace. And that is what the ladies found in their new home. Peace and joy at eventide.

A footnote can be added. It is reported that the residents in Cartwright are doing more for themselves now that Miss C is no longer there to help them.

The Division-A interdisciplinary team is to be congratulated for designing such a helpful treatment plan.

DIVISION-F

"Welcome Caswell Residents, Thanks Jaycees," was the sign on the marker at the Holiday Inn on September 9. And words were not all that welcomed them. Accompanied by his beribboned little dog, the manager dressed as a clown came out to receive his special guests. Cold drinks were served to everybody.

Soon the residents were in their rooms. Some were very interested in seeing themselves in a full length mirror for the first time. For some it was a first experience of sleeping in a motel room. This was so for fourteen out of the fifteen non-ambulatory residents on the trip. In the past they had often been left at Caswell when the others went off on excursions because we did not have enough staff to look after them.

Thanks were certainly due to the Morehead City Jaycees who had arranged the two-day expense free trip to Morehead City and Atlantic Beach for seventy-five residents and twenty-five staff in Division-F. The idea originated in the mind of Mr. Goodwin of Morehead City whose son Milton is a Division-F resident. He talked to the Jaycees who had become interested in retarded people when they helped to sponsor the Special Olympics for the developmentally disabled in Raleigh last spring.

Local merchants donated meals and ice-cream The residents sailed on the Carolina Queen, visited a museum and shook hands with Governor Holshouser at a buffet breakfast in the John Yance Motel.

On the second day at lunch the Holiday Inn entertainers played and the residents danced (except, of course, the non-ambulatory) and sang When the motel manager witnessed their shee delight he said, "This has got to be one of th happiest days of my life."

To most of us going to the beach is a very ordinary thing. One of our important aims at Caswell is to see to it that the residents have th opportunity to do ordinary things. The name fo this is the normalization principle.

Of course, the residents weren't thinking of th normalization principle. They were having fun an so were the people who met them. And so were th staff members.

The manager of the Holiday Inn said he ha never seen a group of youngsters who were so wel behaved and who enjoyed life so much. He hope they will come again next year.

The residents hope so too and they are grateful to the Jaycees, the merchants, the motel people and Mr. Goodwin.

———o———

FROM THE SOURCE

It was an interesting experience for one wh has heard, read, and talked so much about th Normalization Principle to listen to N. E. Bank Mikkelsen, its originator, lecturing about it to group in Washington, D.C. The title of his speec was "Misconceptions of the Principle of Norma ization."

He said that in 1959 he had spoken in his nati Denmark of "a life for the mentally handicapp as close to normal conditions as possible." This h pointed out in Washington was the backgrour for the theory later known as normalization. that time we had had to fight against the we known Theory of Protection which aimed at pr ecting the mentally retarded from society and vice versa. This resulted in the segregation of the mentally retarded where conditions were everything but normal. We had thought of mental retardation as a lifelong static condition. New knowledge changed our ideas and led to a dynamic view.

Mentally handicapped people should be considered as ordinary people with handicaps and treated in a humane way because all of us are entitled to conditions as close to normal as possible.

The normalization principle is an anti-dogma. It needs no special philosophies. To think that so simple a thing demands so much theory is a misconception. Normalization is merely a viewpoint about the equality of human beings.

A second misconception is that normalization means normality. Why should you wish to be normal? Who is normal. Handicapped human beings must be accepted with their handicaps. At the same time we must provide special services partly to compensate for the handicaps and partly to teach them to live with their handicaps. Society should render such services to all its citizens. Special services for handicapped people are merely a variation. A student who wants to become a physician needs special education to meet his needs.

A third misconception is that normalization has been equated with integration. Normalization is the goal. Integration is a work method used in rder to reach the goal. Sometimes segregation may be a better method. Segregation of young mentally retarded children seems to be a better way of getting them into ordinary schools late. A ourth misconception is that normalization can be racticed in all countries as it is in Scandinavia.

A fifth misconception is the idea that normalzation has been practiced 100% in Denmark and weden.

Mr. Bank-Mikkelsen said that in a few years e would give services without labeling people. t present there was some special legislation for ne mentally handicapped in Denmark but that ould be changed. We did not need special legisation for the handicapped. It was a complete misnderstanding to have special legislation on the ghts of the mentally retarded as the United Naons had. Mentally retarded people were covered y human rights.

He said Normalization was simple but difficult o apply especially for professionals and parents. entally retarded persons had the same needs as ther people. They needed to be accepted. They needed to be respected. It was normal to be menlly handicapped.

He concluded by saying that he was trained as lawyer and perhaps that was why he believed in uality for all.

IN PRAISE OF PROGRESS

(Mrs. Gertrude Waters who was then a Social Worker in the Title XX program received this letter from Lauren's father after his daughters' death.

After leaving Caswell Lauren lived in a Mental Health Group Home funded for Mental Retardation and operated by Mr. and Mrs. McMurray. Lauren worked in a workshop everyday.

A contribution in Lauren's name from staff and residents was made to the Caswell Center Camp fund.)

Dear Mrs. Waters:

The most heartening letter I ever received in regard to my daughter, Lauren, was yours of June 23.

Just prior to receiving your letter, I had been invited by Mr. and Mrs. McMurray to have dinner with the children in their home. Lauren said the blessing without any help, and was so happy! I wished several times that you could have been there also. After dinner, Lauren and another girl brought out their guitars and proceeded to entertain us. We all laughed (I nearly fell off my chair). The exhibition we were watching was the transformation of shy introverted girls into healthy extroverted ones. They were imitating what they had seen on television; but the most thrilling moment was when all the girls in the McMurray home sang, in unison, "How Great Thou Art". I witnessed almost a miracle — all of them singing the words clearly and distinctly. In no way have I ever experienced anything like it.

I praise God for the work that Mr. and Mrs. McMurray have done and are doing with these girls. Love and mutual respect are evident throughout this home.

Yes, I was frankly disturbed and distraught at first, about the prospect of Lauren being transferred out of Caswell; because there, on entering the grounds at each visit, I could sense an atmosphere of love and consideration for all people. I was confident and assured that my daughter was being cared for lovingly, and that gave me great comfort and peace of mind. **However, the real peace of mind came in having Lauren in Charlotte, near her mother.** In my visits I had the privilege of escorting Lauren and we would visit Helen together. You will recall that Helen, Lauren's mother, has been ill since Lauren's birth — cancer, brain surgery, paralysis, and now multiple sclerosis. But with our visits together, we all benefited. Although Helen was and is a resident of Providence Convalescent, we were able in days past to visit with friends, have outings, picnics, shopping expeditions, etc.

You may remember that at Lauren's birth, we had been told by the Doctors that she could not live three months. By God's grace, we had her for twenty-eight years before the Lord took her to Himself, on July 29. Her passing was without any expression or evidence of pain, and surely was in Peace.

Please let me tell you that your call to me was a blessing, and your expressions of love from all at Caswell were heartening and comforting. Thank you so much for sharing your time and sympathy with us.

May I tell you that throughout those years when my own world was dark, and it seemed I did not know where to turn, you, Pearl Adkins, Mr. Stroud, Dr. Coello and Mr. Webb, and others, would always get me back "on the right track". I am forever grateful and may the Lord bless each of you.

We had a most thrilling experience when Lauren's friends and the boys and girls of the Mecklenburg County Association for Retarded Citizens, and the Nevin Workshop, came to the funeral to express their concern and love for Lauren. The Pritchard Memorial Baptist Church has adopted the retarded as a special project and I have seldom experienced such love and enthusiasm from any group. I pray for their efforts and concern for their fellow-man, and for the retarded. We surely would all benefit if more church organizations would follow such programs; and life for all of us would become a little more bearable.

I cannot say enough for Alice Freeman's efforts and those at Social Service. In searching for Alice on Friday, I encountered about twenty people readying a new home for boys. You have never seen such effort and enthusiasm! This was at Hendley Place where I found them, and I pray for all of them.

I can recall when Lauren was born, and I was told of her condition. I went in search for someone to answer questions. I did find a lady north of Charlotte who agreed to give me some information; but I had to park my car away from her house and meet her on the side porch of her home, so that the neighbors could not see us. Retardation was not to be spoken of, aloud. The problem this forbidding, ever-present silence on the part of so-called "normal" people was so oppressive that it required me to move my family — Helen and little Lauren — to Marion, a small community, in search for peace.

In retrospect, I remember, in Marion, with the aid of Pearl Adkins, Mr. Robin Hood, a lady and I did considerable leg-work in the formation of, and finally the organization of the North Carolina Association of Parents and Friends of Retarded Children. This was our area; trips to Raleigh were numerous. Finally, a strong organization developed. Later, when the problem of a retarded child developed within some families, Pearl would have me visit them and tell them, simply, that it could happen to anyone. I am a better man today from this experience.

Mental retardation programs have come a long way in 25 years, and it is largely because of planned programs such as Caswell's that enlightened citizens no longer question "God's will" — for the retarded are now recognized as His children, also.

Dear Lady, in no way can I ever thank you and Pearl enough. Please convey Helen's and my appreciation to all at Caswell, and when I am again in your area, I want to visit Caswell.

Claude L. Quick

(Alice Freeman is a Mental Retardation Specialist in Charlotte. Pearl Adkins is a former Director o Social Services and Mr. Stroud a former Business Manager at Caswell Center.)

———o———

SUMMER WORK

"I would never have believed that these residents are capable of doing so much. You just don' know what they can do till you start working with them. You have to be creative in finding ways t get their interest. I have loved working here.' said Miss Debbie Serrins, a psychology student who worked in Division I as a social work inter in the Student Government Summer Internshi Program under the guidance of Mrs. Christin Colins, Social Worker.

Miss Serrins's goal in her program was to improve the quality and quantity of the social interaction of the residents with whom she worke Eye contact came first and then listening to musi holding musical instruments and making the rattle and then painting first with fingers an then with a brush. Nobody knew these resident could do anything. Nobody had time to find ou

* * *

We were fortunate enough to have Mrs. Ka Copenhaven, art teacher, with us this summe The position was a temporary one paid for b E.S.E.A. funds. Forty residents under twenty-on had regular art lessons which improved their fin motor coordination and stimulated their imagination.

* * *

Three teachers in Division B, Mesdame Jodi Britton, Lindell Jones, and Elizabeth Horne worke with adults aged from twenty to sixty every afternoon during the summer in Oakwood Hall in special program. To improve fine motor skills the devised an arts and crafts program. They searche through books and discovered that one can mak pretty things from all kinds of junk such as bal point pens, cardboard tubes, lollypop sticks, an old toothbrushes. They asked staff members donate these things.

To improve gross motor skills they taught singing and dancing.

* * *

Felton in Division-A planted a garden. Unfortunately it was in the middle of a field so it ha to be removed.

Mr. Leonard Eaton, supervisor of the groun crew, helped him to plough up a garden on th south side of Sprucewood Hall in which he is resident. Felton bought seeds, planted the tended his garden, and sold cucumbers, okra, an melons to staff. What he couldn't sell he ga away. He's always wanted to be a farmer.

2
.2/1
N. C.
Doc.
NORTH CAROLINA STATE LIBRARY
RALEIGH
FEB 1 0 1977

The
CASWELL NEWS

"CASWELL CANNOT TAKE THE PLACE OF FAMILY RESPONSIBILITY,
LOVE AND MORAL SUPPORT"

HEAVEN'S VERY SPECIAL CHILD

A meeting was held quite far from Earth.
"It's time again for another birth."
Said the angels to the Lord above,
"This special child will need much more love.
His progress may seem very slow,
Accomplishments he may not show.
And he'll require extra care
From the folks he meets way down there.
He may not run or laugh or play;
His thoughts may seem quite far away.
In many ways he won't adapt,
And he'll be known as handicapped.
So let's be careful when he's sent,
We want his life to be content.
Please, Lord, find parents who
Will do a special job for you.
They will not realize right away,
The leading role they're asked to play.
But with this child sent from above,
Comes stronger faith and richer love.
And soon they'll know the privilege given
In caring for this gift from Heaven.
Their precious charge, so meek and mild,
Is Heaven's very special child."

—Author Unknown

January, 1977

Volume VLII **Number 1**

The Caswell News

Volume VLII -No. 1 - Kinston, North Carolina JANUARY, 1977 $1.00 per yec

Published quarterly for the benefit of Caswell Center and for the information of the citizens of North Carolina.
Director ....William T. Dillon, Ph.D.
Editor ....Jean I. C. Tabory
Circulating Manager ....Vickie Howell
Treasurer ....Evelyn Carlisle

PROGRESS

A natural question to ask at the beginning of the year is "Are we making progress?" Are we helping mentally retarded people more effectively than we did in the past?

Let's examine the correspondence between the superintendent of Caswell Center and the mother of a resident in 1941.

The superintendent wrote. "After reviewing Ethel's record it may be possible for her to adjust to the outside now. Of this I am not quite sure but if you wish to remove her from the school it will be all right provided you give us time to sterilize her and get permission from your County Welfare Department to remove her.

The mother replied, "We all want Ethel to come home to stay but we do not want her to have that operation you refer to. We want her very much but without that operation."

The superintendent replied. "I have your letter and I strongly advise the operation for Ethel. If it were not for her good we surely would not. To parole or discharge her from Caswell Center requires, too, the written endorsement of the Welfare Department. We could not safely advise the Welfare Department to permit this before sterilization. I do hope you will reconsider the situation as we have only the welfare of the child at heart."

Ethel was sterilized.

Now it could be argued that sterilization was for Ethel's good. A retarded person might be able to cope with marriage and community living if not burdened by the problems of child rearing.

The point is that we have to use the word "might." In 1941 the superintendent had no doubts. He strongly advised the operation and he was quite sure it was for Ethel's good.

In 1941, those who worked with retarded people thought they had the answers. Now we know enough to realize we don't have the answers.

That is progress. And we are going to keep on asking questions and searching for answers.

THAT WAS THE YEAR THAT WAS

January: Dr. Carlos Coello, our Director, sai "Our aim is to provide comprehensive service excellent comprehensive services. This involv both programs and direct care."
The bus with the hydraulic lift arrived. Volunteer Services worked on this project for abou three years. The bus holds eleven wheelchai and eight ordinary passengers.
Thirty-four musicians from the N. C. Symphony Orchestra played to a large audienc in the Recreation Building on January 2

February: Thirty-four employees sat the test f certification to drive the new bus for nor ambulatory residents on February 25th. A passed.

March: Dr. Coello announced his resignation e fective March 15.
Dr. Frank Kirby left Psychological Servic on March 10.

April: Caswell residents participated very successfully in the 1st Lenoir County Speci Olympics Local Meet.

May: Gary, a Division B resident, received h award for placement in the N.A.R.C. Christma Card Design Competition. His picture of a snowman and a snowwoman was sold as a po card for Christmas '76.

June: William Thomas Dillon, Ph. D. joined u as Director on June 21st. Miss Alice Hoga was employed as occupational therapist, th first for many years.

July: Our Bicentennial Independence Day Parade was held on July 1.
Dr. Frank Badrock, who was superintende here from 1959 until 1973 when he resigne from that job to become Medical Directo retired.

August: Camping for the fortunate.

September: Seventy-five residents were treate to an expense-free, two day trip to Atlant Beach. It was sponsored by the Morehead Ci Jaycees. A Health Care Assistant was ab to save Emma from choking by using th Heimlich Maneuver which she had learne in Staff Development.
Lynda E. Wilson, Ph. D. joined us as Psych logical Services Coordinator.

October: Dr. Dillon announced that we we receiving approximately $30 per day reimburs ment for 157 certified residents through th ICF/MR, Intermediate Care Facilities: Ment Retardation Medicaid Plan. Over a full ye it would increase our budget 1.8 million do lars. We were not seeking ICF simply f money but we were trying to upgrade the quantity and quality of programs and services for our residents and it took dollars to do this.

Our new dining facility opened on October 4. It cost half a million dollars to build and is serving about 550 residents. They sit at tables for four.

On October 27 the men from Wooten and Pollock moved into the renovated Tapp Building. Every resident has a locker. No more than four share a room. The rooms are spacious.

ovember: Four gentlemen — Senator Harold Hardison, and Representatives Dan Lilley, Chris Barker and Joe Bright— who have a great deal of interest in what we are doing and are very instrumental in providing us with the resources needed to do the job well visited Caswell on November 22.

ecember: The Christmas House (formerly the Director's residence) was open throughout the month.

On December 16 we had Open House and the Christmas Program.

———o———

FACTS AND FIGURES

As of December 31, 1976, the total population t Caswell Center stands at 1,293 (699 males nd 594 females) with an average daily population f 1,088.

During the last quarter (October, November, ecember) there were 10 admissions (7 males nd 3 females).

During the same quarter there were 30 disharges (23 males and 7 females).

There were 3 deaths (2 males and 1 female).

Fourteen applications (11 males and 3 females) ere received during this past quarter. Applicaons on waiting list as of December 31, 1976 ere 12.

———o———

NEWS IN BRIEF

In November, Abe, a resident in Division-I, eceived a letter from the then Governor-elect, ames Hunt, thanking him for campaigning on is behalf. During the campaign Abe had an dividually designed political sticker fixed to is wheelchair so that wherever he went the ogan was displayed.

After the election at his request his social orker wrote a letter for him congratulating r. Hunt on his victory. Because of his physical andicaps Abe cannot write.

* * *

Four residents Margaret, Darlene and Judy Division-F and Lane formerly of Division- and now in Division-B, were stranded on an land. They were guests at the wedding of Sue ize, teacher in Division-F and Donnie Potter, ealth care technician in the same division. Sharg their adventure were two other Division- teachers, Cora Mae Garrett and Faye Hunsucker. he wedding was on January 14, on Tangier land, Virginia and the water between the island d the mainland froze so that the ferry boat uld not sail.

THOUGHTS AT OUR 1976 CHRISTMAS PROGRAM

"Take what you want," says Life to each of us. 'Take what you want and pay for it,' " goes the saying. This year we wanted representatives from every division to take part in the skit, "The Nativity," and we paid for it in slowness of production. There were long dark pauses between the scenes. No bad thing perhaps, for we had time to think, and the beautiful piano playing of Mrs. Johnnie Rice stimulated the imagination.

"Christmas is Giving" was the sentence on a poster displayed on an office door. How good it was that so many residents, including profoundly retarded, old, and non-ambulatory people, had a chance to give something to the people who came to the program. Unfortunately the audience was small but what it lacked in size it made up for in enthusiasm.

Mary was down on her knees scrubbing the floor when the angel appeared. A nice touch. Jesus is with us in all situations.

Mary's home had a western fireplace. "Inappropriate," was one's first thought and, "Not at all" was one's second. The Savior whose birthday we are celebrating came for all the world.

A severely retarded, middle-aged, non-ambulatory resident played the part of Caesar Augustus. Clad in imperial purple he sat in his wheelchair, a telling symbol of the weakness of all earthly power.

Eddie, A Division-B resident, was the narrator. As his voice rang through the recreation building one remembered how years ago an employee had read the Christmas Story. Things are getting better.

"Herod said' 'When you have seen him come back and tell me so that I can go to Bethlehem and worship him too,' " read Eddie. Herod was lying of course. Are we who claim to b Christians like Herod at Christmas? Do we really worship Jesus at his birthday season? To what do we give our time, energy, and money?

In the final scene when Mary, Joseph, Angels, Wisemen, Shepherds and sheep stood around the manger the audience was asked to join the performers in singing a carol.

"Pleased as man with men to dwell, Jesus our Emmanuel," we sang. And there we have it. Christmas means love and joy. Joy because God showed his love by becoming one of us, which means that all individuals, even the most handicapped, are worthy of respect.

"As man with men to dwell." That is something we have not been willing to allow the retarded to do. We have segregated them in large institutions and treated them as eternal children.

At the very beginning of the program before the Marching Band and the Skit we all joined in singing "The Star-Spangled Banner" while a spotlight was turned on the American Flag. Do we always remember that retarded people are our fellow citizens?

'What did you think of the program?" somebody asked on the following day. That's not an easy question to answer for the program gave rise to much thought.

HOME ECONOMICS IN DIVISION D

You've often heard it said that you can't please everybody. Well it seems that sometimes you can. The Home Economics Program for men in Division D is a source of general satisfaction.

Says Mrs. Helen Gardner, Special Training Instructor, "The fellows enjoy it. They ask what time it is and if it's nearly time to go to Home Economics. Even Oscar who hates classes enjoys it."

Oscar is sixty-two. He is one of the students whose presence justifies the titles, "Simple Cooking for Older Men" and "Clothing for Older Men" but some of the students are young adults. Most of them are severely or profoundly retarded.

"It's wonderful what they can do" enthuses Mrs. Gardner. Danny could iron his pants and shirts with very little supervision before he left to go to the Family Care Home in December. And these are my old Pollock boys."

The objective of the Home Economics classes is to help to prepare the men for placement in group homes or with their families.

"We want to give the fellows that go back to the community a better chance to do things for themselves." says Mrs. Gardner. "We teach them simple things like making a peanut butter sandwich or making instant coffee or tea. They have to practice spreading the peanut butter all over the bread. They learn to use the dishwasher. We teach color coordination. We give them a chance to become more independent.

And what they learn helps them here at Caswell too before they are ready to leave. They eat with better manners in the dining room. At the beginning of the program one boy grabbed his food and ate with his fingers. Now he eats with a fork and spoon. We work with each student on an individual or semi-individual basis.

The fellows are motivated. They know that if they don't work they won't be allowed to eat what they have made. We reward them by taking field trips to places like the Country Kitchen, the K&W, and Kings. They learn how to behave in outside situations."

Wait a minute and I'll show you something."

Mrs. Gardner went into another room and came back with a box.

"Look at these. The men made these decorations for the Christmas tree in Progress Building. Look at this one. Leslie made it. He's profoundly retarded. Still has toilet accidents. It's wonderful what they can do. I've got something else to show you."

She produced two colorful patchwork quilts which are awaiting the acquisition of quilting frames.

"The boys sewed these. See where that one is puckered. Bill did that. I was going to take it out but he became so upset that I left it. He was proud of what he had done. All the men were. They competed with the ladies in Cartwright. They got together for a party. The men made patchwork pillows and enjoyed giving them away as Christmas gifts.

One of the most important lessons they've learned is to follow instructions and work with classmates. I hope the program continues in 197 but I don't know.

Mrs. Alease Rouse designed it. She's a ver warm wonderful person. She's never too bus to stop to do something for these residents.'

A group of about thirty men studied Hom Economics. There were six in each class an each class met for one hour. Some classes me twice a week and some three times. The student were selected by the interdisciplinary team i Division D.

This class would please all forward lookin people. A man who can't fend for himself i the kitchen is as old-fashioned as a dinosau It would please the people in Women's Lib. The want to free both men and women from stereo typed roles.

———o———

A LITTLE RED CAP

(This is based on letters in a record. Blanch came to Caswell from the Western part of th State in April 1929 and died in November 1929.

Dear Doctor,

You can keep everything I sent in the las box except the little red cap. But the rest, giv them to some child down there who needs them

You must realize how terrible it is to leav your child in an institution so far away fro home. But we could not keep her. She was nearl nine years old and she was breaking and tearin up so many things and somebody had to loo after her every minute. Though we loved he to death we felt it best for her and best fo us too to send her. And the superintendent c Public Welfare assured us that she would b well cared for in your institution.

And you all were good to her I know. Yo sent me such kind letters. But she died eigh months after she came to you. Why would sh not eat? She always had such a good appetit and was such a healthy child when she wa at home. I hope she got plenty of water. Sh always drank the most water of any child ever saw. I'd have to give her water a doze times a day. I hope the mosquitoes didn't bothe her down there. I worried about that for a bit of any kind hurt her so much. Why did sh get tuberculosis?

And Doctor will you tell me just this. Coul there be any doubt at all about the body bein our baby? It didn't look one little bit like littl Blanche and her little sister begs me "Let's g to Kinston and hunt for Blanche." You see ther are so many children down there and she looke so much older. Sometimes I wonder if there coul have been a mistake and you know its awfu to feel like that.

Please send me the little red cap. I war it because Blanche has worn it.

HUMAN SEXUALITY POLICIES

"What do we do when . . . ?" Policies, and procedures to implement the policies, about issues such as, clean bed linen, attending the movies, or off-campus field trips are relatively simple to develop and carry out; but policies and procedures regarding human sexuality are much more complicated because all of us have emotional reactions to sexual issues which have been influenced by our own experiences. For years, the issue of sexuality of the retarded has been repressed and avoided. In some way, the retarded were expected to lack sexual feelings, and not even be interested in holding hands with their girl or boyfriend. Now, we know our old information was inaccurate, but learning how to help our retarded has been slow and difficult. For nstance, when an adult masturbates in public, how should staff react? Is it legal for our residents to have sexually intimate relationships? What shall staff do if one resident sexually exploits another? What is the appropriate course of action if a female resident becomes pregnant? Can residents be given contraceptives without family permission? How about sterilization of the retarded of reproductive age? Is sex education a good idea for our residents, or should this be limited to normal children? May retarded people marry?

These questions and many more have been the concern of several committees at Caswell Center. During the fall, 1975, a committee of staff representing direct care, the professions and administration began work to develop human sexuality policies for Caswell Center. First, it was necessary to review the laws to be sure hat all recommendations were consistant with the laws of our country. Then the committee examined the moral, religious, and cultural values of eastern North Carolina, and of our time. The ommittee also reviewed policies and procedures n effect at other mental retardation centers n North Carolina, as well as what parents and other authorities were expressing throughout the state. Finally, they looked at Caswell Center to determine what is practical for this institution, and what really is in the best interest of the ndividual resident.

About this time, a state-wide policy was adoptd for all mental retardation institutions. This ery broad statement is: "It is the policy and ntent to foster normal psychosexual development f all residents, to the extent possible within heir individual capabilities. Overt sexual behavior hall be dealt with by the staff within the proisions of the statutes of North Carolina, the revailing cultural norms, and the best interest f the retarded person."

Caswell administration then requested compleon of sub-policies and procedures to implement he state-wide policy statement. The previous work was reviewed and approved by the APA ommittee (Administrative Procedures Act Committee). The next step was for all policies and procedures to be studied by a mental health lawyer to be sure they were not in conflict with the letter or the spirit of the law. Finally, they were sent to Dr. Tom Dillon, Director, for review and approval.

With Dr. Dillon's signature, the policies and procedures became official, and compliance with them became immediately effective. These have been presented to and discussed with all division directors, and with staff in each division who have attended the inservice training workshops at Caswell Center in human sexuality.

Parents are welcomed to read the policies and procedures which are on file in each division. Questions about them, as well as interpretations of them, should be directed to the specially designated staff in the division, to Staff Development, or to Program Administration. Parents' comments and suggestions always are welcomed. Parents are reassured that there are now official policies and procedures to help staff in responding to our people in ways that are consistent and in their best interest.

An invitation is extended to parents to participate with Caswell Center staff in the next Human Sexuality Workshop. The dates are March 3, 4, 17, 18, 30, 31 and April 1. Call Staff Development Services, Ext. 349, for more information, or to register.

Margeryfay Cramer, Coordinator
Social Work Services

———o———

REPORT FROM REHAB

The Vocational Rehabilitation Facility has now been given the final "go ahead" on our proposed Adult Activity Workshop. We are now trying our best to put the workshop plans into action.

We appreciate all of the help from Caswell Center's staff and we hope for your continued co-operation in the future.

We want to thank the members of our staff who recently resigned, Mrs. Sue Sutton and Mrs. Thelma Roberson, who were both Home Economics Supervisors. We appreciated their skills and fine work done during their stay with us. We wish them the best in life.

The Facility staff entertained themselves at King's Restaurant at Christmas. Mr. Bill Dunne, former Facility administrator, was presented his retirement certificate. We do appreciate the fine way Mr. Dunne gave of his time, effort, skills, and intelligence to our agency while he served as our facility administrator. Much happiness to Mr. Dunne and his family.

We would also like to say congratulations to Mrs. Delores A. B. Rasbury, the former Miss Delores A. Brown, who became the beautiful bride of Mr. Philemon Julius Rasbury on December 24, 1976.

Here's wishing for a very successful year with Caswell Center and the surrounding communities.

Vocational Rehabilitation Counselor
Delores Rasbury

THE CHRISTMAS HOUSE

(This article appeared in the Kinston Free Press on December 19, 1976.)

Going home for the holidays is a big treat for many Americans. Seeing old friends and relatives is an important ingredient of the holiday season.

However, not everyone is fortunate enough to return home for the Christmas holidays, and worse there are people in the world who have no home or any family who cares about them.

About 400-500 of the 1300 Caswell Center residents for some reason or another do not have the opportunity to enter a "home" during the holiday season. In the past many organizations and clubs have brightened the lives of Caswell residents by taking party paraphernalia inside the units in order to give Christmas parties for the residents.

This Christmas season things have been a little bit different at Caswell Center.

With the combined efforts of Volunteer Services, the Health Care Staff and the North Lenoir Health Careers Club all lead by Val Carmine a "home" has been established for Caswell residents.

The large two-story brick house which is on the corner of Vernon Avenue and Pecan Lane has been transformed into a "Christmas house." From outside, only the wooden ramp for non-ambulatory residents can distinguish the difference of the Christmas house from nearby dwellings.

Inside, four big Christmas trees, a fireplace and a huge Santa Claus at the foot of the stairway set the mood for celebrating the holiday season.

Caswell First

The Christmas house is a first for Caswell Center and according to Mrs. Carmine, of Volunteer Services, Caswell is the only North Carolina institution to have such a project during the holidays.

The house was used as the home of the past director of Caswell Center. The present director, Dr. Tom Dillon resides in one of the other houses. Dr. Dillon wanted the house used for the residents.

Since the house has been vacant members of the Caswell staff wanted to use it as a "halfway house, but Raleigh would not allow it," said Mrs. Carmine.

The idea for the Christmas house was stimulated by Val Carmine and Volunteer Services.

"So many residents don't go home," she explained, "and this was the time to offer them something very special."

The Christmas house offers not only a place for organizations to give parties in home-type atmosphere but it provides a place for residents to come with a staff member if they just want to be alone according to Mrs. Carmine.

The downstairs rooms decorated for Christmas are the dining room, the living room and the recreation room. A small den has been decorated and designated as the "quiet room" if residents feel the need to be away from a crowd. The quiet room is equipped with magazines and a record player.

For some Caswell residents the Christmas house will be the only home they have entered during the Christmas season in 40 years.

Making It Work

After the idea of the Christmas house came about, a little manpower and elbow grease was necessary to make the dream a reality.

Kinston merchants donated many of the decorations and volunteers and students from North Lenoir High School and the Health Careers Club got busy transforming the home into the Christmas house.

According to Rose Taylor, a member of the North Lenoir club, they started working on the house about three weeks before the first party on December 4.

Students in the North Lenoir Club became interested in the house after taking field trips to Caswell with their health occupations class. After learning about the Christmas house from Mrs. Carmine, the club took the house as a project and worked during their spare time.

"We've enjoyed working out here. Some students have even found part time jobs," said Rose Taylor.

"To me it's fun working with other children,' commented Rhonda Wood. "If I were one of them I'd want someone."

On December 7 a party was given for Divisio G by the Health Care Staff. The North Lenoi Health Careers Club joined and helped sprea Yule cheer as they came with guitars and saxaphones in tow.

Residents Response

Seeing the residents enjoy themselves mad it all "worth it," said Mrs. Carmine as she watche them dance and sing carols with the North Lenoi students.

Parties were scheduled for almost every nigh until Christmas after the first party on Decembe 4.

Dr. Dillion said he was "expectionally pleased" "It is so nice for the residents to leave thei living area and come inside the house."

"We're so pleased so at least we would lik to keep this house for special purposes."

The Christmas house represents more tha just a home atmosphere for the Caswell residents

"One of the biggest things is it indicates th changing attitude of the staff and community,' according to Mrs. Carmine.

"It's more important for their long range learning to experience this," she continued. "Five year ago it would have never happened.

Kathy Koonce

NEWS IN BRIEF

Inside the building Skip Almond, habilitatio specialist, Division-B, and Ben Ramsaur, musi therapist, played guitars. Mike Thompson, musi therapist, played the banjo. Johnnee Rice, musi therapist, and Susan Twilley, teacher, led a tea of square dancers. Residents came for period of forty-five minutes to watch and then to participate. Each was given an apple on leaving. Recreation workers dressed as Pilgrims and Indian brightened the scene.

SEQUENTIAL TRAINING

Without skilled workers we cannot give our residents excellent programs and care. A plan for training Health Care Technician I Trainees was adopted by the Division Directors on December 2, 1976 and is being implemented in Staff Development for a trial period of six months from January 1 to June 30, 1977. This training was given in the past but not in the present orderly time sequence.

It is divided into six steps and the students proceed at the rate of one step each month. Class enrollment is limited to sixteen. The trainees spend part of their time in class and part on the job.

Each student is assigned to a "lead worker" who helps him or her to translate theory into practice. The "lead workers" keep records of their students' performances. They are appointed by their Division Directors and never have more than three students. Newly appointed "lead workers" attend classes with their students so that they know exactly what is being taught by the instructors.

In the first month of their employment students attend a two-day program "Orientation to Caswell Center" in which they are taught about the philosophy, policies, and procedures of the whole institution. They then take part in the Health Care Technician Trainee Course — Part I in which they learn such practical aspects of resident care as for example how to trim toenails, how to teach residents to care for their teeth and how to identify a balanced diet. They study in the afternoons and work in the mornings.

The Health Care Technician Trainee Course — Part II is taught in the afternoons of the second month. Here the students learn about new ideas in active treatment, how human beings grow, develop, and learn, how to keep records, programs offered at Caswell Center and Community Outreach resources.

In the third month students enroll in a 30-hour course in "Motivation Techniques." This teaches them how to work with small groups of residents.

The program in the fourth month is "Behavior Theory" taught by a campus psychologist. Here tudents learn about the importance of rewarding desired behavior and ignoring bad behavior.

"How to Teach a Task" is taught in the fifth month. In this 10-hour course the instructor stres-es the importance of breaking each task down nto tiny steps.

In the sixth month "Goal Planning with the Mentally Retarded" is taught in a three day workshop designed to give those who work with etarded persons experience in writing goal plans or them. The four basic strategies are starting with what the resident can do now, using small oals to reach a larger goal, stating clearly who will do what and when and involving the resident ight from the beginning.

Eleven students began this program on Jan-ary 3. Another group will enroll at the beginning f February and each month thereafter. In this way a corps of skilled trained workers will be uilt up continuously.

SIGNIFICANT NEW PROGRAMS

I am very excited to announce two significant, new programs at Caswell Center. On December 3, 1976 the first meeting of Caswell Center's Human Rights Advocacy Committee was held. This group was named by the Secretary of the Department of Human Resources to help us safeguard the rights of our residents. Members of the Advocacy Committee are authorized to visit and have access to any part of Caswell. The membership includes parents, community leaders, a former resident, and a physician. Residents, employees, parents, or other interested individuals may call upon the Committee for information or to discuss an advocacy item. The membership and phone numbers are provided below:

1. Mr. William "Bill" Brame, Chairperson
   Phone: Hope — 523-2983
   Business — 523-4998
2. Mrs. Inez Jernigan, Assistant Chairperson
   Phone: Home — 296-4621
   Business — 296-5981
3. Mrs. Jeanne Fenner
   Phone: Home — 237-2364
4. Mr. J. T. Sutton
   Phone: Home — 523-4798
   Business — 523-6133
5. Mr. McKinley Thomas (a former resident)
   Phone: Home — 523-9230 after 5:00 p.m.
6. Mr. Walter Creekmore
   Phone: Home — 752-4806
   Business — 758-6921
7. Senator Harold Hardison
   Phone: Home — 568-4309
   Business — 568-3131
8. Dr. Paul Whitaker
   Phone: Home — 523-3791
9. Mr. William "Bill" L. Peedin, Jr.
   Phone: Home — 523-5009
   Business — 527-8067
10. Mr. Ireland Upchurch
    Phone: Home — 527-5964
    Business — 527-8054
11. Mrs. Kay Lotterhos
    Phone: Home — 756-6531
    Business — 527-6223
12. Mrs. Sarah Allen
    Phone: Home — 756-1770
    Business — 756-7212

As an additional safeguard to insure that we at Caswell are not infringing upon the rights of our residents, Mr. Dwight Eastwood and Mr. Mike Moseley have been named as Resident Advocates. Their full-time responsibility will be to insure that the basic human rights and dignity of Caswell Center residents are respected and that residents receive the maximum services provided by our facility. Dwight and Mike will be all over campus day and/or night. The Advocates will work closely with the Human Rights Committee and will report directly to me, such that we together can call upon all resources at Caswell to make positive changes.

William T. Dillon, Ph. D.
Director
Caswell Center

EDUCATION FOR ALL

Most of us believe that our children have a right to education provided by the State. But what about our neighbor's profoundly retarded child who cannot speak or dress himself or feed himself? For a long time we ignored him or her. Then a neighbor spoke out and now the law is compelling States to provide education for all children.

Many of us now realize that to provide education for all children to help them to become all that they are capable of becoming is a moral obligation laid upon society. This means providing special education for the gifted as well as for the handicapped.

It is one thing to say that severely and profoundly retarded children ought to be educated and another to provide an education to meet their needs. At Caswell we are busy at the latter task. The problem is that our teachers say they were not trained to do this in college. The universities say they have few experts in this area.

When we discover any type of training that helps us to help the profoundly retarded residents everybody is happy. Three staff members from each division enjoyed such training in November when they attended a Visual Arts Workshop coordinated by our Community Outreach Department and taught by Mrs. Donna Harmon through the Kinston Arts Council. The participants all work directly with the residents as teachers, trainers, recreators, etc., and they all felt that they learned something useful.

During the twenty hours of the workshop everybody took part in a variety of activities. They painted with their fingers and with old toothbrushes; they painted with chlorox; they used photo prints; they made a variety of collages; with cookie cutters they cut bread dough into a variety of shapes to be used as Christmas tree decorations; they made a Christmas tree out of green paper.

When staff members do such things with residents they help them to develop fine motor coordination and to develop social skills as they work in groups. More importantly they enable them to experience the sense of satisfaction that comes from making something with ones hands. In brief they provide education.

If you define education in the broad sense as enrichment of the personality, that is what we are here to do for our residents.

———o———

THANKSGIVING

Three hundred and fifty-five years ago the Pilgrims gave thanks to God for the good harvest He had given them in their new land. Annually we commemorate this celebration on our national holiday on which, according to the latest edition of Webster's dictionary, we give thanks and feast.

Most of us have many reasons to be thankful. Mentally retarded people, their friends and relatives, and those who work with them have blessings to count. Time has brought changes for the better.

In 1931 the superintendent of Caswell Center wrote to a resident's father. "As a matter of explanation to you, Caswell Training School, is an institution for the care, segregation, and training of mental defectives."

We have come to realize that segregation is harmful. It removes retarded people from the loving care of their families. It prevents them from mixing with normal people who can serve as examples to them.

Fortunately we have not got rid of care but we have come to realize that care is not enough. Retarded people like the rest of us are human beings capable of growth and development. They need more than care. They need to be challenged.

They need training. We are thankful that training was given here in 1931 and we rejoice that now training is given here to the most severely handicapped.

Like you the Caswell residents feasted on Thursday, November 25th. Turkey and other delicious food were served in the dining room. We try to let the residents have as normal a life as possible. But most people eat Thanksgiving dinner in their homes, not in a large institution

Curtis, a Division-A resident, called out to a Caswell employee a few days before Thanksgiving, "I hope you have a Happy Thanksgiving I hope all the workers have a good time in their homes."

Perhaps some day at Thanksgiving we'll be able to give thanks because we no longer need large institutions.

———o———

NEWS IN BRIEF

On November 23, the State Steering Committee for the Planning of Chapels in the four institutions for the mentally retarded visited us to learn more about our residents and their spiritua needs.

* * *

Joe Batchelor of the Recreation Departmen painted a large, colorful picture which covered the wide glass doors leading into the Recreation Building for the day-long square dance organized by the Special Events Committee for November 24. A squirrel sat on a huge pumpkin symbolizing plenty. An Indian holding a turkey in one hand communicated with a Pilgrim by shaking hand with him with his other hand.

* * *

During the week beginning December 6, LeRoy Batts, Assistant Director for Staff Development presented a slide/tape program twice daily in the Chapel. It was called, "A Question of Quality and it described what an institution must do in order to be accredited by the Accreditation Council for Facilities for the Mentally Retarded Accreditation is important not because of the certificate but because it is a sign that program meet standards and are being offered in appropriate surroundings. No State institution for the mentally retarded in North Carolina has yet been accredited.

* * *

Dr. S. L. Ganesh joined the medical staf in December. He will do annual physicals.

* * *

A Mental Retardation and Human Sexuality Workshop for community workers involved in family planning was held on December 8 and 9. Community Outreach and Staff Developmen services coordinated this.

2/3
NORTH CAROLINA STATE LIBRARY
RALEIGH
JUL 29 1977
N. C.
Doc.

The CASWELL NEWS

"CASWELL CANNOT TAKE THE PLACE OF FAMILY RESPONSIBILITY,
LOVE AND MORAL SUPPORT"

The Free and the Brave

"Land of the free and home
of the brave;" they say,
And rightly so
For only the brave
Can freedom know.

The brave seek fresh frontiers,
Alone soar onward,
And freely go
Where others dare not
Face the fell foe.

The brave question all things,
And may mine fine gems,
Such as the thought
That retarded people
Can all be taught.

July, 1977

Volume VLII
Number 3

The Caswell News

Volume VLII - No. 3 - Kinston, North Carolina JULY, 1977 $1.00 per year

Published quarterly for the benefit of Caswell Center and for the information of the citizens of North Carolina.
Director ....William T. Dillon, Ph.D.
Editor ....Jean I. C. Tabory
Circulating Manager ....Vickie Howell
Treasurer ....Evelyn Carlisle

NAME CHANGED

What's in a name? More than Shakespeare dreamed of. We now know that labels are powerful.

"Open House Day" "Family Day." Which do you prefer? For years we have had an Open House Day here in May. This year Dr. Dillon changed the name to Family Day. And that is what it was. Staff members were encouraged to come and to bring their families on Saturday, May 14. A delicious covered dish picnic lunch was served. There was a talent show for residents and some talented staff members played in a band. Everybody enjoyed the festivities in spite of the hard work involved.

The word "Family" is significant. For too long we have excluded mentally retarded people from family life. We have tried to exclude the more severely retarded from the family of man.

Slowly we are learning. Soon we shall realize that they are part of that family by right and not as a privilege.

———o———

FACTS AND FIGURES

As of June 30, 1977, the total population at Caswell Center stands at 1253 (674 males and 579 females).

During the last quarter (April, May, June) there were 14 admissions (6 males and 8 females).

During the same quarter there were 29 discharges (17 males and 12 females).

There were 3 deaths (1 male and 2 females). Twenty applications (12 males and 8 females) were received during this past quarter. Applications on waiting list as of June 30, 1977 were 14.

ADVOCATES' FUNCTIONS

Advocacy broadly considered is a set of belief's which result in action aimed at defending, maintaining, or promoting a cause. Advocacy activity interacts with both individuals and the system that has been created to serve individuals and act on behalf of, or plead a cause for, another. Advocates examine services through the eye of the client to determine his needs as the client sees them. The advocate serves as a friend and confidant and deals with the client's needs in a confidential manner. Staff and clients can view the advocate as a person they can share situations with and not worry about repercussions from others. The advocates are another mechanism through which parents or community agencies may raise questions or make recommendations regarding anything that affects the client.

Mike Moseley and I assumed the roles of Patient Representative and Senior Child Advocate respectively, in late November, 1976. We attended a three-week training session at Western Carolina Center during December, 1976, and assumed advocate responsibilities after completion of training. Mr. Moseley was previously employed at Caswell Center in the Volunteer Services Program and I was employed at Caswell as a social worker Mr. Moseley and I are available at any time and can be reached through correspondence at Caswell Center or by telephone at 527-6261, Ext. 369, 406. Please feel free to share any problems or recommendations you may have.

Future articles in the Caswell News will dea with Patients Rights, Human Rights Committee Abuse/Neglect and Exploitation Reporting Laws etc. Please let us know your concerns as we are here to protect the needs of residents at Caswel Center.

Dwight Eastwood

Owing to circumstances beyond the control of the Circulating Manager, The Caswell News was not distributed in April, 1977.

HUMAN RIGHTS

We are living in exciting times. "We are now in the middle of a dynamic social revolution," said Dr. David Stevens, an attorney. "We now have a reassertion of the rule of law. This is the fundamental basis on which our government is founded," said Mr. H. G. Moeller.

These two gentlemen who are on the faculty of the Department of Social Work and Correctional Services, School of Allied Health and Social Professions, East Carolina University, were speaking at a Workshop on "Managing Adversive Behavior in an Institutional Setting" held at Caswell Center in June. They said many interesting things.

Why have the courts become so concerned about institutions in the last seven or eight years? Because in some places conditions existed that were very far from the norms of human decency. Because the basic constitutional rights of residents in institutions were being violated.

In the past we accepted the idea that people who were placed in such institutions as prisons, mental hospitals, and centers for the mentally retarded were different from persons on the outside. We were not being unpleasant. We just did not see things as we do now. When probation officers read letters addressed to prisoners they did so for the purpose of helping them by doing such things as telling their supervisors to be gentle with them when they had received bad news from home. Nobody ever thought about opening letters being an invasion of privacy.

This was the Era of Benevolence. The people who administered the services believed they knew what was best for those who received the services. They saw no reason to consult the recipients.

We are now in the Era of Rights. Actually this dates back to the time after the Second World War when the United Nations promulgated the Declaration of Human Rights. Everybody then was very much aware of what happened in Nazi Germany when human rights were denied.

It has taken some time for this concern for the rights of all men to have such an influence on the courts. Some of the people who work in institutions have become anxious as a result of court intervention. They have no need to be if they keep the law.

It was good to be reminded once again that institutionalized retarded human beings are just like other human beings. They have the same needs and the same feelings. And the same human rights.

ON SPEECH AND HEARING

It is a sad fact of life that many mentally retarded children and adults have other problems in addition to retardation. Many have speech problems. Some are deaf. Some are blind and deaf.

May was "Better Speech and Hearing Month." In celebration of this the Speech and Hearing Department at Caswell Center had an Open House on May 26 to let other staff members know what is being done there. It is very important that everybody should know what is going on everywhere because we all work together as a team to help every resident to make the most of whatever abilities he or she has.

Speech is a very important ability. It is the channel of communication most ferquently used by human beings. Anybody who speaks differently from others is immediately perceived as deviant and is apt to be rejected. We try to teach our residents to speak like others so that they will be accepted by others.

But if they cannot be taught to speak we teach other means of communication. Some learn manual communication also referred to as sign language. Some people cannot learn this because of poor motor cordination. They are taught to express their needs by means of a language board which is a board with pictures or words at which they can point to convey a message.

In elementary schools some children are thought to be retarded when, in fact, they are deaf. It is important that young children who have difficulty in learning be tested for sensory defects.

In the Speech and Hearing Department at Caswell we have five speech and language pathologists, two audiologists, and three staff members in the Deaf - Blind Program, which serves students aged six to twenty-one who have severe visual and auditory impairments.

Mr. Joel R. Glassman is coordinator of the Speech and Hearing Department.

A BETTER WAY

"My pastor asked me recently why I never brought any of my clients to church," said Andy Walker, Director of the Adult Developmental Activity Center in Rocky Mount and I said, "Do you remember so and so who was with me two weeks ago? And so and so who was there a while before that? He said he did and they seemed to be pretty nice people so I told him they were my clients. They are just like other people."

"I always introduce them by name. I never say they are from a group home," explained Bill Edwards who with his wife Carol runs the Adult Group Home for the Developmentally Disabled in Rocky Mount. "We are just like a family," added Mrs. Edwards looking around the comfortable living room into which eighteen visitors from Caswell Center had crowded. These were health care workers taking part in in-service training. They were learning what community facilities are like.

And in Rocky Mount they are excellent. There is the ADAP center to which quite severely handicapped people go for training in social and self-help skills.

Many of these graduate to the Tri-Counties Sheltered Workshop. Some go on from there to ordinary jobs. Some will always need a sheltered work situation.

The people in the ADAP center and the workshop live with their families except for the four young men in the group home. All four are former Caswell residents. One of the original four was able after training to return to his home. His place was taken by another Caswell resident, a blind young man.

Mrs. Edwards led the visitors upstairs to the two bedrooms which the men use. They were spick and span. The men keep them that way. They help with housekeeping downstairs too. When the Edwards's minister and his family were visiting, Larry greeting them with, "Wipe your feet before you come in. I have to vacuum here." One of the men is going to play in the Rocky Mount Churchs' basketball team next season.

In Rocky Mount they have homes for emotionally disturbed children and a team of three workers, a nurse, a teacher, and a speech therapist that goes into homes to show mothers what they can do to help their retarded babies and very young children. It is when children are very young that the most effective work can be done.

If all counties had the facilities found in Nash/Edgecombe County we would be able to work forward to the day when large institutions where people are labeled, regimented, and too often forgotten would not be needed, because retarded children and adults would be able to find the services they needed close to their homes.

———o———

SUCCESS FOR TWO

We now view institutions as therapeutic detours. Unfortunately because of lack of community resources some residents never arrive at the end of the detour. This is the story of two who did. To preserve privacy we'll call them Steve and Harry.

Steve came to Caswell from an inadequate home when he was six years old. Because of personal problems his parents could not give him the attention and stimulation he needed. He had difficulty forming relationships and seldom spoke.

He spent six years here during which social workers, a psychologist, teachers, and health care workers worked with him. Then the interdisciplinary team in his division decided that he was ready to return to the more normal experience of community living.

But was the community ready for Steve? We do not discharge residents until we can find something that meets their needs better than Caswll does.

Th social worker got busy. Community agencies worked with Caswell. A school was found that was ready to design an individual program for the boy who was entering public school for the first time at twelve years of age.

A foster home was found. This was really a big plus. In the home there are an adopted child of about eight and a very young foster child. Steve has become very attached to the little girl and wheels her to the post office every day to pick up the mail. He has developed a feeling of responsibility for her. He helps his foster mother with cooking and housework using the skills he learned at Caswell.

At the end of January, the Interagency Council in the area in which he now lives said he was ready for discharge from Caswell.

Steve has found a home, a school, and a place in the world.

Harry took a much longer detour. He spent twenty-five years at Caswell. When he came he was nine years old. Now at thirty-four he has grown up.

Living in a large institution inevitably had an effect on him. He behaved in very childish ways for years. Some of us believed he would never be able to live outside Caswell.

We were wrong. Harry was lucky. Fourteen months ago he was sent to a Mental Health Group Home for mentally retarded adults where the couple in charge took a great interest in him. H went daily to a sheltered workshop. His ceaseles chatter, his inane laughter and his dependenc vanished.

Some visitors from Caswell reported that whe they asked him questions in the workshop he replied, "I'm paid to work, not to talk."

He is living a life more like that of norma people than he did at Caswell. He goes to churc The people in the neighborhood accept the residents of the group home.

The Interagency Council has requested tha Harry be discharged from Caswell. Harry, himsel says, "I've come a long way and I've found a plac for myself."

How right he is. And many retarded peopl are capable of coming a long way if given th right training. And the long way leads out institutions.

———o———

ON DIVISIONS (1)
A and B

Something very important happened here i the Fall of '74. We could call it reorganizatio because we changed our management structure or decentralization because that was the for reorganization took as we went from the depar mental to the division system. It might be mo fitting to call it reformation as George Lapa Director, Division-A, did when he talked to a grou of students from East Carolina University in Marc because we changed for the better. Webster's Ne World Dictionary, Second College Edition defin the verb reform thus: "to make better by remo ing faults and defects."

What is better about the new system? Wh fault was corrected? As a result of unitizati residents get more individual attention. The pe ple who work with them really get to know the In the past a few residents (the more capabl got the lion's share of attention in the form programs and many residents (the most severe handicapped) were neglected in this area. The was not enough staff to serve everybody. Frequen ly people got lost in the crowd.

Some people think that in the new syste professional staff are more carefully chosen. W also have concentration of responsibility. One pe son, i.e. the division director, is responsible f seeing that action is taken when a resident nee a service. The interdisciplinary team makes re ommendations and in the division there are a professions available under one administrative un brella so services are available and can be utilize Staff members can deal with each other on a o to one basis. They know each other in addition knowing the resident.

A nursing supervisor far away in Oakdale Cent in Michigan summed the matter up when s said, "The best thing that ever happened to Oa dale Center was the creation of the unit syste That brought social workers, psychologists, do tors, and therapists right into each unit. I fe that brought better service to each resident."

Of course, nothing is perfect. The divisi system complicates communication between t division and other services such as Staff Develo ment, Volunteer Services, etc. Most people agr at this is a small price to pay for better services residents.

Here at Caswell we have eight divisions. Resi- ents are assigned to these according to develop- ental needs. This is the first of a series of articles at will attempt to tell readers what goes on in ch.

Divisions A and B are pre-community place- ent services. The director of Division-A is George apas whose background is in social work. Gwen ippett is the habilitation specialist. The habilita- on specialist is the person who plans and imple- ents programs for all residents in the division, ganizes training schedules, carries out some team commendations, coordinates off-campus train- g for residents, plans field trips, is responsible r staff development within the division and su- ervises trainers and teachers.

There are 184 beds in this division but in the ear future the number of beds will be reduced Hardison Hall and Cartwright. These two build- gs plus Parrott-II and Sprucewood A and B ake up Division-A.

Parrott-II is occupied by non-ambulatory men men who are blind or unable to walk any dis- nce and Cartwright by such women. Residents these buildings do not have to go to the central ning room. Unfortunately, there are not many aces for non-ambulatory residents in the com- unity no matter how well trained they are. In ardison Hall and Sprucewood A and B the resi- ents have semi-private rooms.

The average age of residents is 40 and the nge from 18 to 80+. These ladies and gentlemen tend a variety of programs in the community. etween 30 and 35 people go to an arts and crafts ass in a library in town on Monday and Tues- ay nights. They are served refreshments. On onday and Friday nights the recreator takes a oup of 7 or 8 to a ceramics class in a shop in wn. Each resident goes once a month. About rty in all are involved. They make such things ginger jar lamps and pitcher and bowl sets hich they display in their own rooms or in the ublic rooms in their buildings or sell for profit. me residents from Division-B go with them.

They had an art appreciation program spon- red by Lenoir Community College and conducted the Arts Council. Most Division-A residents dn't enjoy this as much as the class in which ey made things but the Division-B residents ked it.

Twelve people from A and B attend a Reading inic sponsored by Lenoir Community College at ochelle School. Division A residents go on Mon- ay and Division-B on Wednesday. This is taught a community reading teacher.

Residents pay for these classes out of their wn pockets.

The aim of the programs is to improve the sidents' community living skills. There is only e teacher, Celeste Williams, in the division and e teaches such things as reading, writing, num- r recognition and time telling. All these are lated to life exeperiences. The trainers teach lf-help skills and prevocational skills. Over fifty sidents are involved in Title-XX which is a pro- am that has federal funding. Activities there epare residents to return to the community. Industrial arts, domestic living skills, money management, use of leisure time, how to travel by bus and the significance of traffic signals are among the things taught.

Successful community living involves getting along with one's peers. The residents have group meetings with the social workers on Thursdays. Linda Dodd and Marion Lacewell are the social workers. Here they get some experience in self government. They talk about what they like and what they don't like in their programs and what they would like to have. They complained about the Chapel Services saying too many residents were singing, solos and that this is not what happens in community churches. Mr. Polk, our Chaplain, paid attention to this complaint.

Mr. Polk has religious services in Cartwright and Parrott-II once a week. The health care staff reports that these are much enjoyed.

The residents in Sprucewood and six from Hardison Hall eat in the Red Room, so called because of the bright picture on the wall. An eating skills program goes on. The residents know how to eat but here they practice the finer points. They use napkins, they eat slowly, they say, "Please pass the butter."

Three groups are going to camp this summer, Some non-ambulatory residents will go. The third group will be visually handicapped people. Several other excursions are planned, the most exciting of which is a journey to Washington, D.C., for eleven non-ambulatory men from Parrott-II and three of their girl friends. These are the people who were always left behind in the old days because it was too much trouble to take them. They are planning a yard sale to raise the money needed. They have written to the President asking to see him. They still need more men to volunteer to go to push wheelchairs.

Plans for the future include an achievement awards banquet and the use of a house on Pecan Lane where a few men can live by themselves coming to Caswell to eat their meals.

What is the difference between the two pre-community placement divisions? On the whole the residents in Division-B are younger. Most are between 16 and 35, but the range is from 13-82. There are between 210 and 125 residents. They live in Birchwood A and B and Oakwood A and B. Isaac Hines whose background is in Vocational Rehabilitation Counselling is director. Gerald Almond is habilitation specialist.

The residents have some self-help and domestic skills and the aim of the programs is to polish these and to create community awareness. There are six teachers and eight trainers. Basic academic skills are taught on a very concrete level. The students learn such things as manipulative skills and to recognize colors. One teacher, Elizabeth Horne, is a special education teacher for the deaf and she uses manual sign language in class. She also trains staff so that they will able to communicate with deaf residents. Diane Walls teaches a transitional class for people who have never been in a classroom before or who have had difficulty in adjusting to one.

The two social workers, Dallas Foscue and Debbie Smith, offer group counselling after 5 p.m.

when residents are not scattered all over the campus. Residents learn about peer interaction, how they appear to themselves and others and how to accept criticism.

The division has a generalized behavior management program. Points are awarded to encourage appropriate and discourage inappropriate behavior in the units. Points are traded for privileges such as going to the store, going on a non-educational field trip and staying up late to watch T.V. This program according to Mr. Hines is not as effective as it could be because the reinforcers are not forceful enough. It is hoped to expand it when a grant is obtained to have a kind of a store where residents with points can rent bicycles, tape players, etc.

Between 35 and 40 staff members have volunteered to model eating in the dining room. Residents like those in Division-A know how to eat correctly but don't always bother to do so. Volunteer staff models and prompts. They pay 45 cents for their meal and are on duty about once a week. Residents were surprised to find that staff members were willing to sit down and eat with them and to pay for the food. It gives staff an opportunity to observe residents interacting with each other.

For about a year there has been a prevocational program in Oakwood. Two trainers conduct this. They use the same type of activities as those in the sheltered workshops.

Some residents are involved in Title-XX.

Division-B had a psychologist, Dorothy Hodgkins.

There is an active Parents' Organization which meets monthly. This group gave a delightful Christmas Party and organized a field day last year.

Asked what distinguished Division-B from the other divisions, Skip Almond said, "Our residents are very mobile. They are all over the place. They move fast."

———o———

WELL DONE

She left us this January in her seventy fourth year and was buried in our quiet cemetery after spending fifty-seven years in this institution shut off from the outside world. According to our records her mother was retarded (the word actually used is "idiot") and her father was suspected of being insane. Some people are born unlucky. She did not have the chance to go to school and when she came here she was beyond school age.

On January 21, 1977, Lizzie's friends gathered in the Chapel at Caswell to pay tribute to a good woman, a superior human being.

How does one define superiority? President Carter gave a very good definition at his inauguration the day before Lizzie's funeral when he quoted the prophet who asked, "What does the Lord require of thee but to do justly, to love mercy, and to walk humbly before the Lord, thy God?" Lizzie met these requirements. This text was chosen for her eulogy.

She was a good worker at Caswell in various places for many years. She did justly. Cottage parents who knew her well said that she was a pleasant person to be around.

The Hebrew word for mercy has been defin as the ability to get right inside the skin of anoth person, to see with his or her eyes, hear with h or her ears, and feel with his or her emotion Lizzie could do that. A few years ago in her la maturity she looked after an old feeble reside who was fortunate enough to have a family th cared about her. They sent gifts and pretty clothe Lizzie displayed these treasures as proudly as they had been her own. If given a treat at a par in her building, she hurried along the corridor share it with her friend. She loved mercy.

And she walked humbly. She was always u assuming. When others were given birthday pa ties and gifts she showed no envy. Nobody kne Lizzie's exact date of birth. Our records said, "bo in 1903." Until she was sixty-five she never h a birthday. In that year Mrs. Whitley, who th worked in the Caswell Post Office, and her sist Mrs. White picked June 1st as Lizzie's birthda From then on she had parties and gifts just li other people and gorgeously decorated homema cakes more beautiful than those given to m people.

Some cottage parents who worked closely wi Lizzie said that she never got what she deserv in life. Perhaps they are right. She was born t soon to have the chance to attend special class during her formative years, to maximize h potential and to live a normal life in the co munity.

But everything is different now. Lizzie h heard the Master's, "Well done, good and faithf servant." Her talent was goodness and she d not bury it.

———o———

From Current Literature
WHY DO WE ALLOW IT?

What is the best way of reducing the populati in our large institutions for the mentally retarde In the editorial in "Mental Retardation" Fe ruary, 1977 Sue Allen Warren urges administrat to join the small band of professionals and co munity leaders who are trying to prevent men retardation. She points out that most of the re dents in institutions are severely impaired a that many experts believe that the incidence severe and profound retardation can be reduc markedly by appropriate preventive measures. W are we not using the knowledge we have?

In "Psychology Today" December, 1976, th appeared an article by Richard Koch, M.D. a Jean Holt Koch entitled "We Can Do More Prevent the Tragedy of Retarded Children." T Kochs do not restrict themselves to the most sev levels of handicap but most of the preventi measures they call for are connected with co ditions that lead to severe and profound retar tion. They say there are 30,000 needlessly retard children born each year in the United States a that this is inexcusable.

Here are some of the techniques of preventi discussed.

1) **Tests given to the newborn to detect metab disorders that damage brains.** One of these phenylketonuria (PKU). We have profoun retarded residents at Caswell who suffer fr this. If it is detected immediately the physic can put the baby on a special diet and alm

always he will have normal intelligence. Robert Guthrie, a physician in Buffalo, New York, has developed a blood test that identifies these babies within three days of birth. This test is mandatory in 44 states. Similar tests can detect galactosemia, maple syrup urine disease, histidinemia homocystinuria and hypothyroidism. Very few states mandate newborn screening for these although, on a mass basis, the cost would be only about $2.00 for the additional procedures and it could be done on the blood sample used for the PKU test.

According to recent medical reports congenital hypothyroidism is the most common endocrine-metabolic cause of mental retardation. It is twice as common as PKU. Treatment is simple and inexpensive. If it is begun before the infant is three months old there is a 70-80% chance that the child will be of normal intelligence. If it is delayed as much as six months the child will have a 90% chance of being severely retarded.

Surgery in the newborn. This can correct hydrocephalus. Some babies suffer from craniosynostosis a condition in which the sutures of the skull are fused together at birth so that there is no "soft spot" at the top of the head. Such a child may become mentally defective because the brain has no room to grow. Neurosurgeons can create sutures at the top of the head.

Prevention of exposure of the fetus to radiation. Doctors can be careful not to x-ray the abdomens of women during the first three months of pregnancy. Many scientists believe we should be extremely cautious in expanding nuclear facilities.

Controlling the spread of contagious diseases. Regular measles and German measles (Rubella) cause the most brain damage. The complications of measles can leave children with neurological handicaps, seizures, cerebral palsy, mental retardation and speech handicaps. If a mother has German measles in the first three months of pregnancy her baby may have multiple handicaps including blindness, deafness, heart defects, seizures, cerebral palsy and mental retardation.

Inexpensive vaccines ($1.50 per dose when purchased in volume) can prevent both diseases. The public has become lax about immunizing children. If we immunized every well child completely it has been estimated that the savings would approach $1 billion annually.

Genetic counselling. In the past we knew little about the causes, treatment, and prevention of gentic and chromosomal abnormalities such as Down's syndrome (mongolism), Tay Sach's disease, Turner's syndrome, and Klinefelter's syndrome which usually result in subnormal intelligence. Today the situation is brighter.

Amniocentesis. This technological advance is now helping many parents who carry genetic defects to have healthy children. During the 13th-16th week of pregnancy a needle is inserted through the abdominal wall into the uterus of the pregnant woman. A small amount of amniotic fluid is withdrawn. This fluid contains a few free-floating cells from the fetus and these can be studied for genetic defects. Should serious defects be found the parents may request that the pregnancy be terminated. In the past high-risk families were discouraged from having another child. Now the couple know that every pregnancy can be monitored and they need not fear having a retarded baby.

7) **Prenatal Care.** This is the most important of all. We say that anybody can have a retarded child. And this is true. The richest and most intelligent parents can have a retarded child but poor parents are much more likely to have one. Every women needs medical guidance through pregnancy and poor women don't get it.

Poor women and those who lack prenatal care bear most of the premature babies. As birth weight decreases mental retardation goes up.

The Kochs say, "If we made universal preventive health care a reality we could save thousands of lives each year and halve the rate of mental retardation."

Why are we unwilling to do this? We cannot say it is because it costs too much money. To keep retarded people in institutions for a life time costs more: and it costs in more than dollars.

——o——

STAFF DEVELOPMENT

Is staff development the frosting on the cake or the wheat from which the bread is made? At the Division of Mental Health Services First Annual Continuing Education Workshop held in Greenville, N.C. on February 23, 24 and 25, this question was considered.

Ms. Pauline Woods, Coordinator, Training and Education, Division of Mental Health Services, said that education was the cornerstone of any program of growth and change and that a new era in which citizens and administrators would see education not as a secondary area but as a vital part of direct services was dawning.

Dr. N. P. Zarzar, Director, Division of Mental Health Services, pointed out that research and training were an integral part of services. We had to convince staff and management that training and service went together. Our aim was to maximize the productivity of the staff. To do this we had to have Staff Development Programs. The people in Staff Development could take a leadership role in getting across the idea of continuity of service. Staff must be trained to work with patients and residents in the community as well as in the State Hospitals and Centers.

Mrs. Rae McNamara, Director of Staff Development, Department of Human Resources, observed that we must define Staff Development and then educate our managers and ask them to set priorities. Three task forces are at present engaged in the first of these activities and would submit reports by April 15.

Mr. Frank Turner from State Personnel in Raleigh stated that we must develop the talent and ability of every employee. People work happily when they realize that their talents are being used; especially when they realize that they are being used to help others to develop talents.

And this is what happens here at Caswell. Our employees are eager to help the residents to help themselves but often they need guidance concerning how to do this. This is where Staff Development comes in. Staff members teach some skills themselves and bring experts in to teach other skills in response to needs expressed by managers. Staff Development serves the residents through serving the staff.

Right at the beginning of the workshop Ms. Woods said, "If we in Staff Development are to be effective we have to develop and upgrade our skills and knowledge so that every citizen can have services delivered by trained staff."

On the second day of the workshop Dr. Malcolm S. Knowles, Department of Adult and Community College Education, North Carolina State University, tried to help us to improve our skill in teaching adults. He introduced some of his listeners to, and reminded others of, the term "Andragogy" meaning the art and science of helping adults learn. This he contrasted with "Pedagogy," the art and science of teaching children.

Adults do not learn in the way in which we have presumed that children do. Adults must be treated as self-directed learners. They do not think it is the responsibility of the teacher to teach them everything. They want to find out things for themselves.

Complusion to learn interferes with motivation to learn. Research has shown that we all want to learn and develop. Everybody wants to be competent in the tasks he is performing. Workers want to be good workers and managers want the work to be done by good workers. If workers are convinced that they need to learn or improve certain skills in order to be competent they are motivated to study.

We can evaluate our Staff Development Programs by measuring how competently our students perform their jobs after training. We should not have regurgitation tests and grades. Adult workers should have put away childish delight in good grades. They learn for their own satisfaction and not to please their teachers.

Dr. Knowles is an inspiring teacher. Wish there were more like him!

Here at Caswell we have had Staff Development Services since 1974. Mr. Leroy Batts is Assistant Director for Staff Development. Before that we had on Inservice Training Department set up in 1966 and directed by Mrs. Virginia T. Perry. Staff members in Staff Development at present are Mesdames Essie Barwick, Janet Roberts, Jean Tabory, Iris Jackson and Virginia Perry and Mr. Leon Prater. Mesdames Marlene Aldridge and Margaret Stafford are the secretaries. Mesdames Jackson, Perry, and Roberts are registered nurses. Messrs. Batts and Prater hold academic backgrounds in education and administration and Mrs. Tabory in education and psychology.

The six who went to the Workshop (Mrs. Roberts was unable to go because she had to teach scheduled classes) came back more deeply convinced of the importance of continuing education and more determined than before to do their part to see to it that every employee has the chance to develop his or her talents and every resident has services delivered by trained staff.

NEWS IN BRIEF

1. On April 29th during State Volunteerism Wee Governor Hunt presented Mrs. Artie Broadwe with a State award for service. At a ceremor on April 25th, Dr. Tom Dillon gave her a beaut ful picture of a ship made in string and b residents in Title-XX. The McNairy staff ga her a brass candlestick. Former volunteers we present at the party held in her honor. In tl past eight years she has done 4,000 hours volunteer work here. For five years she worke in McNairy and now she manages the clothir shop.
2. On May 3, the artists who painted the mura that bring the world to our non-ambulato residents who see so little of it came to view tl murals that have been placed in buildings. Mo of the artists are students in Atlantic Chri tian College. Pat Crawford, Director of Kinst Community Council for the Arts and Shar Larkins, President of the Kinston Downtov Merchants' Association, Vice-President of t Kinston Council for the Arts and Coordinat of the fund raising effort for the paintin toured with the students.
3. A party was held on May 31st, on the occasi of the retirement of Mr. T. G. Johnson, Direct of Division-D. Dr. Dillon presented him with plaque honoring his outstanding service to Ca well Center during the past twenty years. B fore reorganization Mr. Johnson was Direct of Cottage Life.
4. In April, a Medicaid, ICF/MR Survey Tea reviewed and passed Caswell Center for co tinued certification of 190 beds. This continu certification provides money for an advanc level of comprehensive habilitation and tre ment services.
5. Mr. William Gamble, Assistant Director for A ministration left on April 29th. He is now Bu ness Manager in Broughton Hospital. Mr. G don Williams joined us as Assistant Director Administration on June 15.
6. Our teachers tell us that at college they w not trained to teach severely and profoun retarded children. We had a workshop here how to do this from May 31st till June 3rd. was taught by Mrs. Ann Isley from the Depa ment of Public Instruction, Division of Exc tional Children. The students were nine teach who needed the credit for certificate rene or certification in special education. With so help from Mrs. Isley other teachers, will taught so many residents will benefit. Mrs. Is is a delightful teacher. When she said, "It s does make a difference to anybody if peo look for the good, and there is some good everybody," She summed up her philosophy.
7. For six weeks in early Spring, Robert S. Tac Ph.D. of the East Carolina University Psych gy Department did rather unusual volunt work in Div.-I. For three hours each week taught behavior modification techniques to p gram and supervisory staff.
8. Our forth of July celebration was held on J 30th from 6:00 till 9:00 p.m. and took the f of music, dancing contests (one for ambulat residents and one for non-ambulatory) an magic show.

2/4

NORTH CAROLINA STATE LIBRARY
RALEIGH

N. C.
Doc.

NOV 21 1977

The CASWELL NEWS

"CASWELL CANNOT TAKE THE PLACE OF FAMILY RESPONSIBILITY,
LOVE AND MORAL SUPPORT"

A Question

Why bother?
They have nothing to contribute
Nothing at all.

If God thinks,
"They also serve who only stand
and wait," as the
Blind poet
Milton wrote, why should you demand
contributions?

Moreover
You err. Profoundly retarded
People do give,
Give us who
Work with them the priceless gift of
Appreciation.

Why bother?
That question must be asked and answered
By each of us.

October, 1977

Volume VLII

Number 4

The Caswell News

Volume VLII - No. 4 - Kinston, North Carolina OCTOBER, 1977 $1.00 Per Ye

Published quarterly for the benefit of Caswell Center and for the information of the citizens of North Carolina.
Director ....William T. Dillon, Ph.D.
Editor ....Jean I. C. Tabory
Circulating Manager ....Vickie Howell
Treasurer ....Evelyn Carlisle

Great Change

Do we sometimes get discouraged because we seldom see dramatic changes in the retarded people with whom we work? The blind don't see and the dumb don't speak. No miracles. Not even the steady unfolding of powers one observes in normal children. Do we sometimes wonder if it is worthwhile to make the daily effort?

It is then that we need to remember what was said in the film "Somebody Waiting". We can give our most severely handicapped residents a reason for wanting to live. And if we don't do it nobody will. Surely that is a great privilege. And a great responsibility.

Our work here is very important.

There can be a great change in the lives of the residents. Meaningless lives can become meaningful. And we are the agents of change.

Our work here is of great significance.

———o———

On Divisions C/F and D (2)

Division-C began its career as the smallest division on campus. It is a division for ladies, old, middle-aged and young. To be admitted the ladies must be able to travel about the campus, to follow simple instructions, to function in an unlocked living unit and to learn self-help skills. They must be toilet trained.

The ultimate goal for the division is to prepare these severely and profoundly retarded residents for transfer to the pre-community placement Divisions A and B. They need training in socialization, communication, use of leisure time, self-help skills—bathing, toothbrushing, bedmaking, care and use of lockers, and the selection of appropriate clothing before they can profit from the more advanced training offered in these two divisions.

The younger ladies—those aged from twenty to thirty-five except for six who are physically handicapped or have seizures—live in Austin-B and the older ladies live in Austin-A.

In October, 1975, Division-C joined with Division-D to become Division-C/D. T. G. Johnson, Director of Division-D, became Director of Division-C/D. Miss Elaine Walker was Director of Division-C while it stood alone. She then became Director of Division-F for a brief period.

In November, 1976, Division-C was temporari united with Division-F to become Division-C/ This was done because Division-D had become a ICF unit. In March, 1977, this arrangement becan permanent.

Division-F is a children and youth divisio When it was established most of the residents we educable and trainable. The goal of the division to provide comprehensive treatment services the residents so that they can progress to a le restrictive and more independent living unit or community placement.

To be admitted to the ambulatory living uni viz. Cypress Cottage, Hickory Cottage, Magnol Cottage or Dewey-B, residents must be toil trained, aged between ten and twenty-three ar able to go to school and places around camp unescorted. They must also have some self-he and self-care skills.

Division-F has a non-ambulatory, coeducation unit—McNairy Building—in which 42 physical handicapped young people who are unable to wa on their feet (some walk on their knees) live. Th must be between ten and twenty-five years o when admitted. Some are profoundly retarded b the range is from borderline to profound retard tion. According to the division director this unit "largely swinging teenagers in wheelchairs."

Carol, David, Dereck, Debra and Vera learn to walk while living in McNairy and have no gone to ambulatory units. This is the result team work involving surgeons, doctors, physic therapists and health care workers. Two McNai residents, Kermit and Boot won ribbons at th state level in the "Special Olympics".

There are 190 residents in C/F (75 in C ar 115 in F). An individual training program planned for each by the interdisciplinary team.

A class in manual communications is taught staff and another to residents. Ms. Cammie Kin Special Education Teacher, directs a reading la to which residents from other divisions can com This is an ESEA Program.

One hundred and thirty-four people work C/F. Ninety-five of these are health care sta The nine trainers are health care workers. Sta includes 2 registered nurses, 5 licensed practic nurses, 2 recreational workers, 4 social worke 11 special education teachers and a speech patho ogist. Two positions for psychologists are at pre ent vacant.

Mr. Van Lee has been division director sin March, 1976. Mr. Robert Moody was director fro the time of reorganization till October. 1975. M Frances Hinson is the habilitation specialist.

The division has a Parent's Organization whic elects its officers and manages its affairs wit me help from staff. At the next meeting in Ocber the subject will be "Guardianship."

Every resident who needs a sponsor has one d every resident has at least 50 cents a week to end as he or she chooses. Mr. Lee recruited 70 onsors.

Asked what characterized the division the dictor said, "They are on the go a lot. They've en to the Zoo, King's Dominion and "The Lost olony". They are going to the State Fair. Twelve e going on a beach trip next weekend. They are ing to stay in a doctor's house."

A grand and glorious excursion is scheduled for ctober 12, when 75 residents and 25 staff memrs will stay at the Holiday Inn, Pine Knoll Shores, d visit museums at Fort Macon, eat in seafood staurants and perhaps sail in a boat. This is onsored by the Morehead City Jaycees. It hapened last year and everybody is hoping it bemes a tradition.

What makes Division-D different from all other visions? It is completely ICF. It is an Intermeate Care Facility. This means that it gets federal nds. Each of its 134 beds generates $12,000 a ear.

This money helps us to provide programs of gh quality. Certain standards have to be met.

When Division-D was established it had the me type of residents and the same goals as Dision-C. The difference was that the residents in were men. They range in age from 19 to 74 and ost of them are severely and profoundly retarded.

To be admitted to the division a person must be ged 18 or over, toilet trained and able to go and ed himself in the Central Cafeteria, function in unlocked living unit and benefit from compreensive ICF programming.

Comprehensive is the word to describe the proams provided in the following areas: Workshop, rts and Crafts, Communication Skills, Commuty Awareness and Money Management, Fine otor Skills, Language Stimulation, Leisure Time ctivities, Manual Communications, Music Therpy, Outside Activities, Physical Fitness, Pre-Votional Skills, Recreation, Self-help Skills and peech Therapy. Individual Behavioral Programs e also provided. Some residents participate in e Blind Multi-handicapped Program, Physical herapy, Vocational Rehabilitation and Work Asgnments.

To meet ICF standards each resident has to be volved in active programming for 6 hours every y. No resident can have more than 2 hours of ead time" a day. "Dead time" is ICF jargon for me when a person is not taking part in a proam.

Ms. Cindy Oliver, habilitation specialist, is in arge of all programming. In each of the four ing units in the division a QMRP is responsible r programming. QMRP means qualified mental tardation professional. The four in "D" are Bec Denton, Brenda Sheppard, J. P. Uzzell, and elissa Lee. All are special education teachers.

There are 117 staff members in D. Included are psychologists, 3 psychology assistants, 3 social orkers, 2 music therapists, 2 registered nurses, 5 licensed practical nurses and 1 speech pathologist. Mr. Michael Withers became Director in August having been Acting Director since February of this year. Before that he was Habilitation Specialist. He came to Caswell as a special education teacher.

The division is housed in Tapp Building which has been renovated. Thanks to ICF money the residents live in semi-private rooms instead of large dormitories.

The challenge ahead is to pass the "13's" in January when the ICF Survey Team comes back. In April Caswell passed the "12's". Nobody seems to know the exact significance of the 12's and the 13's but the latter are more rigorous than the former.

In order to pass the 13's we need more sophistication and integration of programs. In simple language this means we need better team work. Each member of the intedisciplinary team must know what the resident is doing in all areas, not merely in the area for which the team member is responsible. Each must be able to answer the question, "How do I fit into the resident's habilitation plan." The physician must be interested not only in the medical aspects of the resident's seizures but in how having seizures affects his living situation and job prospects.

Mr. Withers says that a great deal of the credit for passing in April goes to the health care staff because the team really looked at the self-help and social training going on in the living units whereas they inspected the records of the professional programs.

They hope to meet the challenge. Beside the officers in Tapp basement there is a sign which says that ICF means "Individualization, Cooperation, and Follow-up." There is another sign which says "It takes everyone to make a team." With cooperation from all, Division-D should come through with flying colors.

And they have that cooperation both inside and outside the division. Mr. Withers says he has received much help from Dr. Lyn Wilson, Mr. Joel Glassman, Mr. Robert Moody and others.

Does Division-D have problems? Of course. One is lack of space.

Is Division-D a model ICF Unit? Not yet, says Mr. Withers, "We are working towards becoming a model ICF Unit in order to provide the best individualized programs and services to the residents." There could be no higher ideal.

———o———

FACTS AND FIGURES

As of September 30, 1977, the total population at Caswell Center stands at 1232 (660 males and 572 females).

During the last quarter (July, August, and September) there were 12 admissions (9 males and 3 females).

During the same quarter there were 30 discharges (22 males and 8 females).

There were 3 deaths (1 male and 2 females).

Ten applications (8 males and 2 females) were received during this past quarter. Applications on waiting list as of September 30, 1977 were 15.

Report from Rehab

The Vocational Rehabilitation Facility/Caswell Adult Activity Workshop welcomes two more members to our staff who joined us on September 1, 1977. They are Mr. Bobby Kittrell who previously worked in the Barber Shop at Caswell Center and Mrs. Doris Wooten who previously was employed by the Kinston Recreation Department. We are also pleased to announce that Mr. Ken Carlyle has been promoted to the position of Workshop Foreman during this month. The workshop has expanded and is now serving residents from Divisions A, C/F, D, E, and I. In the near future we hope to complete our staff and serve all of Caswell Center. We are presently serving 81 residents but hope to be able to increase this number to about 120 when resources allow for this.

* * *

The V. R. clients and staff will be attending the State Fair on October 19, 1977.

* * *

The North Carolina Rehabilitation Association will be held in Greensboro, N.C. on November 8, 1977 thru November 10, 1977. Five members of the V.R. staff will attend.

Helen K. Williams

———o———

CAMPING '77

We had a bumper crop of campers this year. Seven hundred and eighty-six residents went to Camp Hardee. Joe Pipkin, Recreation Coordinator, was glad to be proved a false prophet. This time last year he feared that fewer people would go to camp in 1977 because of decrease in funding.

Camp was different this year. We rented Camp Hardee from Coastal Carolina Girl Scouts for a very reasonable fee. It has a pretty setting on the Pamlico River and covers seventy acres. There are eight cabins which sleep from six to twelve people, a large lodge, and a dining hall.

Camp counsellors were members of Caswell staff so we had properly trained people planning programs to meet residents' needs. At each camp a recreation worker was in charge. Campers engaged in normal camping activities. They swam, boated, walked, picnicked and enjoyed arts and crafts. One division had a pig-picking.

Stays at camp were shorter than in the past. The longest time any group stayed was four days. One division which has many severely handicapped residents sent a group for one day.

A pat on the back has been earned by all staff who attended and especially by the Food Service Department.

The residents are grateful to all who donated to the Camp Fund.

Forty-one Boy Scouts went to Camp Bonner from July 6th to July 9th.

Five physically handicapped residents went to Camp Easter in the Pines.

It was a record summer.

(The following article written by Kathy Koonc appeared in the Kinston Daily Free Press on September 11, 1977)

CASWELL'S DIRECTOR OPENS COMMUNICATION

At Caswell Center Dr. Tom Dillon is the ma "where the buck stops." As director of Caswe Center he oversees the employment of 1,386 people on three shifts, the handling of a $20 millio annual budget and the programming for 1,25 residents.

Dr. Tom Dillon is the first and only non-medical doctor to be superintendent of one of th state's four centers for the mentally retarded. H received his doctorate in special education an worked with training centers and a regional facility in Florida before coming to Kinston on Jun 21, 1976.

His prior position before the Caswell post wa regional director for a seven county area in th St. Petersburg-Tampa area of Florida where "mos of the services were for out-patients."

After coming to Kinston Dr. Dillon found th need to open communication among the personne of Caswell Center. "I sat down with the senio managers at about 8:15 each morning. Sometimes we would meet for 10 minutes, sometime an hour. The senior managers would then rela the discussion or findings to their respective divisions."

"There had been no communication before."

"We have employed an administrative watch Some administrator takes watch from 5 p.m.- a.m., one night each month. The person on watc is required to be on campus for at least four hour of the night. Dr. Dillon had watch this past wee and explained from 10 p.m.-2 a.m. he would tou the campus and talk to various employees. Th watch helps the "8-5" administrative group t establish better contact with other employees an allows them to meet people with whom they normally do not have contact."

Communication was one of the major problem of Caswell Center since previous superintendent served on a short-term basis. But another larg problem is space limitation. He asked all of th staff to move off campus so houses may be use for additional programs.

There are over 60 buildings on the grounds bu many were built in the 1920's and have bee "earmarked to be torn down."

Dr. Dillon is seeking "a more normal lifesty for the residents."

Caswell Center has undergone many progra changes in the last seven years.

Each resident is reviewed annually from a tea input. The team looking out for the resident's (o client's) total need is composed of various professional staff members.

Recently two full-time resident advocates hav been employed. Their duty is to insure that residents are getting quality programming.

A 10-member human advocacy committee meet on a monthly basis. Representatives are such people as Bill Peedin, principal of Kinston High School, parents, and a graduate of Caswell Center who is living in the community.

When Caswell first opened in the early 1900's nd until recent years, staff members were only sponsible for the residents' daily well-being. ow programs have been created in the arts and afts area, home economics and vocational re- abilitation.

Dr. Dillon also sees progress being made in out- ach.

He feels people who work in the field of mental tardation have "dissuaded others to work."

When the staff houses are vacant there will be ore room for more programs.

When Dr. Dillon came to Caswell he had two imary goals, first to provide the best in terms of iality and quantity of programs for the residents nd to provide the best in work for the employee. is reward is "seeing progress."

"I think we are making progress. Part of Cas- ell's problems is the lack of continuity in admin- trations. I have no desire to go anywhere else."

Dr. Dillon will say that coordinating all of the cets of Caswell Center is a "monumental task". owever, he does not let it become a 24-hour job nce his life is very family-oriented.

His wife, Norma, also has a doctorate in special ucation. She is program director at Howell's ild Care Center in Goldsboro. They have a five- ar-old son, Michael.

The Dillons are currently involved in building home outside of Kinston and there they spend uch of their spare time doing yard work.

Dr. Dillon likes to jog in the early morning and s been misidentified as a resident by other staff embers.

He and his wife have enjoyed their first year Kinston, but coming from an urban area they d a few adjustments to make. He recalls a re- ption which was held in his honor in June, 1976. "I put on a suit and tie. Norma decked herself t and we left for the reception." What they found s a pig picking. "Here we drove up and our re- ption was in a barn!"

———o———

Chandeliers and Red Carpet

Forty-one years is a long time to spend in one ce. Especially if you have never spent a single ght away from that place. And especially if that ce is an institution which until recently you ver left for even a few hours because there was way to transport your wheelchair. That was tor's situation.

Now things have changed. With ten other non- bulatory men and two ladies he set off for shington in the non-ambulatory bus on a warm gust morning.

They stayed for four days in the Sheraton Hotel ding the red carpet and the chandeliers and bell boys quite a change from Caswell. One n didn't want to come back. He said he liked food and the pretty girls.

They enjoyed more than the hotel. They visited Zoo, the Bureau of Printing and Engraving, l the Natural History, Science and Technology l Air and Space sections of the Smithsonian. cial tours of the Capitol and the White House e arranged for them. They were allowed to k the bus at the front door of the White House. many people can do that.

Jesse from Pitt County was able to meet his brother who lives in D.C. The people in the church his parents attend donated money for the trip.

When asked what they liked best, most of the men said, "Everything." Some praised the food.

A staff member said, "They spent as much money on others as they did on themselves. They enjoyed buying things for people they care about."

The trip was quite expensive. The staff in Parrott-2 in which the men live sold stationary, organized a yard sale and sold chances on a CB radio. The men helped.

It was all hard work for the staff but everybody thought it was worthwhile because the residents were appreciative. When the elevator took the whole party to the top of the Washington Monument they discovered that the windows were not at the right level for people in wheelchairs so each resident had to be lifted up so that he could see the city.

Eleven stout hearted staff members went on the trip. Three gallant volunteers, Rose Taylor, Betty Rouse, and Doug Bostick, from North Lenoir High School Health Careers Club went too. Said a staff member, "They were life savers." They didn't just come on the trip. They helped us with the yard sale and everything."

Life seemed a little flat when the men returned to Caswell but now it looks brighter. Why? Because they are already talking about their trip next year. Victor is eager to leave Caswell for the second time.

———o———

Why Bother?

"Why bother?" That's a question we ask in many different circumstances. In the film "Somebody Waiting" which was shown to about five-hundred employees in August, it was raised in relation to caring for profoundly retarded non-ambulatory children. "By almost any standard they have nothing to contribute so the question comes up, 'Why bother'?", said the narrator, James Daly.

Then we saw a thin boy with a twisted body lying in bed. "Take Timothy," continued the narrator, "By any standard he's a pretty ugly kid. He can't have a bicycle, or go for a walk or play football. No matter what's done he's not going to change very much."

So why should we bother to do more for these children than feed them and keep them clean?

The film answers that question by showing what happened in a cottage in which seventy-seven non-ambulatory residents lived in Sonoma State Hospital, California. Staff members found it very discouraging to watch children slowly dying. One day they decided that if things were going to change they would have to change them.

They began by watching the physical therapist on her weekly visits. From her they learned how the simple but skillful placement of pillows would make children more comfortable and help their bodies to retain a more normal structure. They learned how to provide motor and sensory activities so that the children's bodies did not become stiff and immobile. When bodies began to straighten themselves, not a lot, just a little at first, staff became excited. They saw that they were helping people. They learned that the things they thought had to be—twisted spines, atrophied muscles, tube feeding—didn't have to be at all.

Suddenly we saw a chicken on a child's bed rail and the child smiling at it. Another child stroked a rabbit's soft warm fur. "It got to be fun to figure out what might add to the children's lives," said the narrator.

We saw children touching grass, and flowers, and the bark of a tree. Young volunteers pushed their wheelchairs along sunny pathways.

These things brought a whole new life to each retarded child. Small things they were, like comfort, new sounds, a touch from a familiar hand but they were the children's reasons for wanting to live and if they are different from our reasons they are no less important.

Perhaps the most heartwarming thing about the film was the fact that so many of the children smiled so warmly during the activities.

Why bother? How would you answer that question?

———o———

Learned At A Seminar

Are you a potentially abusive parent? Before you answer with an indignant negative think about the opening statement made on July 13th at a seminar on "Abuse and Neglect of Children and Adults" coordinated by Caswell Center. It was, "I am a potentially abusive parent." The speaker was Mason P. Thomas, Jr., Assistant Director, Institute of Government, UNC-Chapel Hill. He went on to say that all parents are. Feelings of anger and frustration are common human responses and there is a breaking point for everyone.

If parents abuse their own children (and they do. Last year twenty-five children died in North Carolina as a result of abuse and many, many more were abused) it is to be expected that some abuse of children and adults will occur in institutions like Caswell.

What do we do to prevent abuse? A recent procedure was to appoint two people, Dwight Eastwood and Mike Moseley, as advocates. All four centers for the retarded in the State have advocates whose task it is to protect resident's rights one of which is to be free from abuse and neglect.

The law protects residents. An abusive employee can be sued. If the abuse goes on for any length of time and nothing is done about it, the employee's supervisor can be sued and the State can be sued for negligence.

The knowledge that one can easily be sued is disturbing to all employees including the most able and diligent. It would not be good for our residents to be in the care of people who always felt uneasy. How can staff members protect themselves from eager suit-seeking attorneys?

Rodney Goodman, Attorney, Special Council, Cherry Hospital, pointed out at the Seminar that the answer is simple viz., "Act as a reasonable and prudent man would in the existing situation." If a resident kills another resident with a brick could an attendant be sued if he was on the other side of the room when it happened? Questions such as "Should he have been on the other side of th room if a resident known to be aggressive was o one side?" and, "Why were the bricks lyin around?" would be asked. The big question woul be, "Did the attendant behave like a reasonabl and prudent man in the existing circumstances?

The aim of the Child and Adult Abuse Report ing laws in North Carolina and elsewhere is no to punish anybody. It is to protect those who ar abused and to prevent further abuse.

Is it possible to be free from abuse and neglec in a large institution? Two advocates who spok at the Seminar said that to be taken away fro one's family and placed in an institution is a for of abuse and neglect.

What do you think of when you hear the wor "abuse"? Bruises, Fractures? Other severe in juries? According to another speaker, Mike Hen nike, Assistant Deputy Director, State Mental Re tardation Office, there are less obvious kinds abuse which are just as harmful.

He believes that mentally retarded people ar now held in ideological bondage. In American so ciety great emphasis is placed on achievemen Retarded people are not seen as achieving. The don't produce goods and services. For this reaso they are excluded from society and forced to li apart which makes it easy for us to forget the to dehumanize them and finally to abuse them.

We have isolated retarded people and place them in large camps called institutions. "Ha we," asked Hennike, "become so desensitized th if abuse is less than something that the SPC would object to if it were done to an animal w do not even notice it.

We call retarded people by such names as lo grade individuals. We transfer them en mass from one institution to another as though the were state property. We talk about retarded peop in their presence as though they were not ther We regulate and regiment them, telling the where to sit, when to get up, and what to wea We speak of training them. Why don't we sa teaching? Usually we talk of training animals an teaching people. We call adult retarded peop kids.

Are not all these actions abusive? Does abu have to be heinous for us to object to it? Perha some of these "subtle" forms of abuse are th precursors of catastrophic abuse.

Hennike asked us to take a look at institutio with a view not to feeling satisfaction becau they were better than they had been but to as ing what still needs to be done. We should ask suc questions as: "Would I want this day room to my living-room? Would I want my living room smell like this room? Would I be able to use bath rooms like these?"

He urged us all to become advocates sayi that we must raise our consciousness and ta action. Those who work with retarded people mu treat them with respect. Anything less is abusiv

Do you find it easy to respect your mental handicapped fellow citizens? Are you an advoca speaking up for the rights of every retarded pe son in your County? If enough people spoke there would come a day when we had so ma community facilities that we no longer need large institutions.

Letter from Caswell Center Director

ear Parents and Friends:

I have been at Caswell for over a year now and ould like to report on some of our progress and lans for the future. We hope that everything we re doing positively betters the lives of the resients.

The most visible signs of progress are seen in he renovation of buildings and new construction. Ve have a new resident cafeteria and renovation as been completed in the Byrum and Kendall reas. Renovation is now on-going in the Johnson nd Parrott areas, several roofs are being repaired, nd the Dawson unit has been air-conditioned. /e are working very hard to realize approval and unds to air-condition all units. We are also workng toward solving the window screen problem nd to cover all radiators.

Construction has begun on our new 100 bed on-ambulatory complex. Completion of this proect is several months off. A laundry distribution enter is being constructed.

Space is a critical problem for us. As we renoate our units and provide small bedroom areas, e are actually decreasing our space. All personnel ave been requested to move out of the houses n Pecan Lane and these will be assigned to our ore capable residents. Too, as staff houses beome vacant on Hull Road, we will first address em as to whether they can be used by residents.

We passed our ICF survey this Spring and join nly one other MR Center in the state in this ccomplishment. We will be re-surveyed in Janury.

Eighty new positions were added to the Casell staff this past July 1. The total number of potions now is 1386. This sounds great as the averge daily resident population at Caswell is now less an 1200. We must remember, however, that there e 3 shifts of health care personnel everyday of e year. To support programs and care of the sidents, many personnel work in other areas. ften overlooked are our employees whom we uld not do without—plumbers, painters, security ficers, carpenters, secretaries, air-conditioning echanics, cooks, bakers, accountants, housekeepg personnel, laundry workers, etc. We easily have er 100 different classifications.

Our two regular advocates have worked for any changes at Caswell. Many new wheelchair mps have been constructed. Speed bumps and osswalks will be prepared across the roads. A vered walkway will provide protection from the eather in front of the resident cafeteria. All sident programs involving any kind of negative nsequences are being reviewed. Weekly reports e being submitted on the use of restraints and edication prescribed for residents who are danrous to themselves or others.

Our Human Rights Advocacy Committee has en meeting for several months. Ten persons who e not employees of Caswell—4 parents, a gradue of Caswell, an attorney, representatives from ychology, education, and medicine make up this mmittee. The group meets at least once a month d some members visit at other times.

It's been a good year and we expect even better to come. Your support has been tremendous and we appreciate the opportunity to work with you.

"Special Additional Note"

Since reorganization of Caswell Center into Divisions—3 years ago, we have not taken a comprehensive look at the appropriateness of some of the resident's placements. Our residents have not only grown older chronologically, but many have increased developmentally through our training programs.

Several weeks ago we started looking at this situation. We found that there were great age differences in some of the units. We discovered that we had very aggressive and assaultive residents who were taking advantage of their more passive unit partners. We found intellectually normal or mildly retarded non-ambulatory residents residing in the same unit with profoundly retarded residents. We found some residents to have progressed beyond the basic level of programming for the majority of unit.

We have begun to remedy these problems. During the next several weeks and months, many residents will be transferred to other Divisions. Your social worker will notify you if your child or relative will be moved.

Every move was recommended by the interdisciplinary team that knows the resident. The transfer will not only be in the interest of the individual resident, but will help all of Caswell's population.

William T. Dillon, Ph.D.
Caswell Center Director

———o———

(Jennifer Clark recently visited her aunt who is a Caswell employee. When asked to play in the Chapel at Caswell she agreed most readily. Groups do give concerts here but we would be happy to see more volunteers.)

Thoughts on a Performance

"When I came to Caswell Center to give a concert to some of the residents, I did not expect either so large or so appreciative an audience. I was asked if I would sing some hymns or songs they knew as well as some of my own choice from Scotland. I was delighted by their active participation in all the songs they knew. No prompting was needed and there was an obvious delight on their faces as they recognized a familiar tune. Two of the girls even came up and sang a song for me and their fellow residents. The audience listened very well to songs that they didn't know and in my opinion formed a much quieter audience than most adults and children. I really enjoyed my visit to Caswell and I trust the residents and staff did too. If I'm ever over here again I will come back but I don't intend to be in this part of the world. Perhaps a school or church group could come some time and do a similar thing though."

Jennifer Clark

Which song really summed up what was happening? Perhaps "He's got the whole world in his hands." This reminded us that these residents like the rest of us are in safe keeping. Whatever happens all will finally be well with them. The idea of the whole world was appropriate too for the young lady who on September 1st sat playing the guitar on the steps leading to the communion table in the Chapel at Caswell Center had come from Scotland.

Jennifer Clark, a student at St. Andrews University in Scotland, had never played to retarded people before but she knew what to do. She praised them when they sang. She smiled frequently. She seemed to be enjoying herself and the audience did too.

When she played about dark mountainous islands in the far off Hebrides the residents listened and clapped politely but when she played the songs they knew they sang with her and clapped joyfully.

"Put your hand in the hand of the man who stilled the waters." That raised questions. Why are there no miracles today? Or are there miracles that we are too blind to see?

"I am the Lord of the dance'," said he. That is the song that summed it all up. God wants us to dance and sing and rejoice. That was what the people in the Chapel were doing. Celebrating life.

On the day after the concert residents were still talking about it. "I hope she'll come and play for us again," said Curtis. When reminded that she was not likely to be in the area again in the near future Curtis remarked, "But the next time she is in North Carolina tell her to come to Caswell."

We don't get many volunteers from Scotland here. There must be people who live in the area who would like to share their talents with our residents. We ask them to come. Nowhere could they find a more appreciative audience.

———o———

News in Brief

The following have joined our staff:

Mrs. Mary Lingerfelt as Community Outreach Consultant on July 25.

Mr. Harvey Taylor as Grounds Superintendent on August 1.

Dr. Abdul Loya as staff physician on August 29.

Ms. Harriet Duncan, Registered Dietitian, as Director of Nutrition Programs on September 1.

* * *

The Caswell Center Foster Grandparents' Award Program coordinated by Ms. Virginia Perry took place in the Chapel on August 15th. Mr. Elliot Thompson talked on what being a foster grandparent meant to him. He said he appreciated the opportunity to work with such a fine group of people as the foster grandparents and to serve God through serving handicapped children.

Dr. Dillon spoke before presenting the awards. He said that as part of his work for his Ph.D. he had evaluated a Foster Grandparent Program in another state. He had learned that foster grandparents can do things that doctors, speech therapists, and others cannot do. The therapists picked up where the grandparents left off and the children who had not been able to talk, talked, and the children who had not been able to walk, walked.

Dr. Dillon expressed the hope that he would be able to spend his retirement working with retarded children.

We now have 86 foster grandparents. Mrs. Ron nel Sharpe is Director of the Program. Miss The ma Aytch has been the secretary since the progra began.

* * *

Mrs. Vicky Howell, Volunteer Services Directo retired on August 31st. She first came to Caswe on May 1, 1953. Mrs. Valerie Carmine is now Vo unteer Services Director. Ms. Brenda Delois Ste wart who came to Community Outreach from D vision-D is now Volunteer Services Representativ

Division-A is about to have a geriatric un housed in Dewey Building. A special presentatio of the Health Care Technician Course was give by Staff Development Services in September to group of employees who were hired to work in th unit.

Dr. Rose Pully, Mrs. Barbara Porter from Wayn Community College, Ms. Kay Lotterhos from Le noir Community College and Ms. Lindy Creech an Miss Mary Howard from Kinston Recreation De partment were guest lecturers. Ms. Dixie Cutl from Guardian Care of Kinston, INC., taught th group how to make flowers and demonstrated variety of crafts.

* * *

A Research and Program Review Committe (RPRC) has been established to stimulate re search efforts at Caswell. Dr. Lyn Wilson is chai person.

Wendy Bissenger and Ben Ramsaur, Mus Therapists, have been awarded small researc grants from the Department of Mental Health an Mental Research Services. These are the fir grants ever to be awarded to staff at Caswell Cen ter.

* * *

Division-I staff thanks Mr. Lanier of the Main tenance Department who has opened up a who new world for some of their residents by buildin special wheelchairs for them. For the first time their lives many were able to go to the Coun Fair.

* * *

The address of Caswell Center now is: 24 West Vernon Avenue.

* * *

Christine Colins, Social Worker, received plaque for contributing an award winning idea the Employee Suggestion System.

———o———

Noted and Quoted

When somebody is diagnosed as mentally r tarded he is thrust into a hall of mirrors. Th label creates a special contact with other peopl expectations are scaled down; people no longer ca upon the retarded person to use the daily skil that would ordinarily be expected were he not r tarded. The way normal people assess and trea him affects his self-concept. If the image reflec retardation, then the self-image and expectation of the person are those of the retarded. Potenti skills, even talents are not tapped because he se himself as impaired. His response to these refle tions serves to substantiate the image; the proph ecy of retardation is fulfilled.

Charles Fishman

NORTH CAROLINA STATE LIBRARY
RALEIGH

N. C.
Doc.
MAR 8 1978

The
CASWELL NEWS

"CASWELL CANNOT TAKE THE PLACE OF FAMILY RESPONSIBILITY,
LOVE AND MORAL SUPPORT"

CHALLENGE

Wordless,
Deformed,
And utterly devoid of comeliness
I challenge each of you.

Normal,
Educated,
And highly skilled in human management
We accept that challenge.

We can maximize your potential
And train you in what is essential
For daily living.

That is not enough. I challenge you
To feel and think more deeply and to
Greet me as equal.

January, 1978

Volume VLIII Number 1

The Caswell News

Volume VLIII - No. 1 - Kinston, North Carolina JANUARY, 1978 $1.00 Per Yea

Published quarterly for the benefit of Caswell Center and for the information of the citizens of North Carolina.
Director .... William T. Dillon, Ph.D.
Editor .... Jean I. C. Tabory
Circulating Manager .... Vickie Howell
Treasurer .... Evelyn Carlisle

PARTICIPATION

As always Christmas was vigorously celebrated at Caswell. We had gifts and parties for which we thank the givers. We had decorations and music and our pageant sponsored by the Special Events Committee and directed by Tim Davis, accompanied by Tom Hawley, Ben Ramsaur and Denise Jackson. The last was somewhat different this year. Each division presented a scene from Christmas after the choir had sung.

At the end of the program the Greenville Boys' Choir, directed by Tom Hawley, a music therapist here, sang. Suddenly one was reminded of the old days. There was a time when the performances given at Caswell by our residents could have competed with any in Eastern North Carolina. But then only the more able residents took part. The more severely retarded merely watched. Now everybody has a chance to participate.

Participation. Isn't that what Christmas is all about? Thanks to a Social Work Committee of which Ms. Ann Speight was chairperson more residents were able to share Christmas with their families. The social workers wrote letters asking families if it was only lack of transportation that prevented them from having their family member home. If the answer was, "Yes", transportation was provided by social workers and others. Workers in some Mental Health Centers and Departments of Social Services also helped.

Mrs. Grace Stanley, Health Care Technician in Hickory Cottage, is a person who went the second mile in Christmas participation. She raised enough money by dressing and selling dolls to invite all the boys in Hickory Cottage, parents, and staff to an elaborate dinner in a restaurant. Then she entertained all the boys who had not gone home on Christmas Day.

Mrs. Artie Broadwell, our most faithful volunteer, participated. After helping to wrap gifts in Volunteer Services for two weeks she remarked happily, "I've had my Christmas. Helping here is what makes Christmas for me."

Participation. That is one of the meanings of Christmas. God came to participate in our world.

ON DIVISIONS (3) E AND G

Most dressmakers think that it is more difficult to mend or alter a garment than it is t make one from scratch. One thinks of this whe one views Division-E. The residents there hav learned skills which have enabled them to ge along in the institution. They have learned t indulge in acting out behavior. They have learne to be helpless. This is not appropriate adaptiv behavior for any place outside the institution.

"We don't only have to build skills. We have t change habits," says Mrs. Yatesy Gilliam, Division Director. "The population of our division i composed of residents who over the years hav not received services when they could most readil have benefited from them. Persons like them ar probably now receiving services in institutions o out in the community. Many of our residents coul have lived in family care homes under prope supervision if they had received training earlier.

There is no point in weeping for the victim of history. To put it more simply, "There's no us in crying over spilt milk," and staff members i Division-E are not wasting any time in this. The are too busy training the one hundred and sixty five adults in their area. The men live in Kendal 1 and 4 and in Byrum-3. The women live in Dawson and Kendall-2. Both men and women ar severely or profoundly retarded and range in ag from the twenties to eighty-two.

When Mrs. Gilliam came to the division in '7 there were two hundred and eighteen resident Some were transferred to Caswell Annex at Cherr Hospital and some were transferred to othe divisions here. Three were placed in the community.

Every living unit has been renovated. This ha involved much movement for the residents an after each movement there has been a period o adjustment. According to Mrs. Gilliam the staf in Dawson has done a fine job of training th residents to eat in the Central Cafeteria. Th staff in Kendall-2 is working diligently to mee ICF requirements.

Only a few families maintain close contact wit residents.

The education program is arranged to mee the residents' need for training in self-help an social skills. Mr. Emmett Brittain is the Habilitation Specialist. A teacher is assigned to each livin unit. The division has two classrooms in the Barne Developmental Center.

A teacher, Ms. Sheila Woodcock, coordinate the program in the Habilitation Center in Wildwood B which serves twenty-seven residents a ave five of whom are in the Kendall-2, ICF Unit. here are classes in art, recreation, music therapy, pecial education 1 and special education 2. In ost classes there are three students (never ore). In the special education classes they are ught self-help skills, some pre-academic skills ch as pre-writing skills and color recognition. token economy system is used and the residents arn poker chips. At Christmas the residents made ecorations for the tree and the hall. The bell ade by Eunice in an art class was the inspira- on for the story "The Heavenly Christmas Tree" rinted in this magazine.

In Division-E there are positions for two psy- hologists, two psychological assistants, three ocial workers, two music therapists, one speech herapist, three registered nurses, seven licensed ractical nurses, five recreators, and eighty-one ealth care technicians. Everybody in these posi- ons is involved in training.

There are also clerical workers and janitorial orkers who help to make programs possible.

By February 1, 1978, the higher functioning esidents in Division-G will have been transferred Division-F and all residents will be profoundly etarded. This presents a challenge. Says Miss inda Loomis, Division Director, "Our aim is to rovide the best programs and to make the most se of services." Training programs for the pro- undly retarded are still being worked out. One annot go to the library and read about them. In e past people working with profoundly retarded esidents concentrated on care, not training. They ad to because of scarcity of workers. Now all esidents in Division-G go to school and have assroom experiences.

"We do things that work. We use eclectic meth- ds. There's lots of trial and error," says Miss oomis. She is very glad that an ICF Unit, yrum-2, is in Div-G. It creates some difficulties ut the benefits outweigh these. A dispropor- onately large number of staff is assigned to yrum-2. This means that more can be done ere. Staff in other areas could become dis- uraged. The great benefit is that high standards ust be maintained in all ICF areas and people e that this is possible, given resources. A QMRP Qualified Mental Retardation Professional) is in arge in Byrum-2.

"We need more interns so that we can recruit eople to work with low functioning persons," iss Loomis points out. It is in ICF Units that terns could see what can be done. Throughout ivision-G they try to maintain ICF standards to e greatest possible extent.

In the Division there are one hundred and enty-four residents, ranging in age from eight thirty-eight. Most of them are between ten d twenty. There are six living units. Girls live Byrum-1, Elm Cottage and Willow Cottage. ys live in Byrum-2, Maple Cottage and Cedar ttage. Many new admissions come to this divi- n.

According to Miss Loomis the most distinctive ing about Division-G is its sequential training ogram. Girls go from Byrum-1 to Elm to Willow. ys go from Byrum-2 to Maple to Cedar.

Mr. Hampton Carmine, Habilitation Specialist, coordinates all programs. He has direct authority over health care staff. The programs are concerned with basic self-help skills and sensory stimulation. Residents are taught routine toilet training and how to feed themselves. Most are non-verbal so in speech therapy and training emphasis is on receptive skills. These are the skills they need if they are to be admitted to public schools or to ADAP Programs. In Cedar Cottage there are many people who are in the custody of DSS. They could go back to the community if there were foster homes and group homes to receive them. Many residents in Division-G come from families with complex problems.

All activities in Division-G are centered around programs. They are structured so that the developmental element is always introduced. Professionals are in charge of programs and all are involved in inservice training.

There are about a hundred and twenty staff members in Division-G. They have five teachers, three social workers, two psychologists, three recreators, two music therapists, one speech pathologist, three registered nurses, seven licensed practical nurses, three clerk typists, one record clerk and seventy four health care technicians.

Miss Loomis sees a great need for more self-contained units. The residents' dining room is noisy, crowded and not conducive to slow eating and training in how to eat properly. Transporting residents there is a problem. Moreover it is not normal to eat three meals a day in a cafeteria.

It's normal to do things for oneself. That's what the residents in Division-E and G are now having the chance to do. Staff members are introducing them to a brave new world of self-reliance.

———0———

FACTS AND FIGURES

As of December 31, 1977, the total population at Caswell Center stands at 1222 (655 males and 567 females). During the last quarter (October, November, and December) there were 12 admissions (10 males and 2 females). During the same quarter there were 16 discharges (11 males and 5 females).

There were 6 deaths (4 males and 2 females) during this quarter. Four applications (2 males and 2 females) were received during the past quarter. Applications on waiting list as of December 31, 1977 were 12.

———0———

WELCOME

What makes a good teacher? People have argued about this for a long time but most of us would agree that enthusiasm is a necessary ingredient. It's infectious. It increases the students' joy in living.

Mrs. Laura Kesler, Home Economics Teacher, is enthusiastic. When questioned about some colorful wall hangings on a table in her classroom she replied, "The boys are making them. They like doing this. They caught on so fast it made my day. I could have jumped for joy."

She readily gave permission for one to visit her Thursday afternoon class. Larry, Skippy, Harvey, and William sat round the table busy with their needles. An appetizing odor of simmering chicken filled the air. All except Skippy had embroidered the word "Welcome" in bright large capital letters and were making a design at the sides of their hangings. Skippy was still working on the word.

Four may seem a small class but these retarded teenage boys need lots of attention. Mrs. Kesler asked Larry to assist Skippy if he asked for help. This made Larry feel important.

The boys worked steadily. "This does me so much good. You fellows are so smart," remarked the teacher. The boys beamed.

William didn't stay happy for long, "My sister doesn't want me home for Christmas. That's not fair," he muttered. Mrs. Kesler paid him no attention. She has discovered that he always has something to grumble about and it is best not to encourage him in this habit.

"You made me mess up," shouted Larry to his teacher loudly and inaccurately but very cheerfully. "I'm just bad luck," she retorted as she corrected his mistake.

When the hour ended the students didn't want to leave. They come to Mrs. Kesler twice a week—once to sew and once to cook. They also attend Mrs. Rouse's classes twice a week. They have finished making football shirts and are now making bathrobes.

The third Caswell Home Economics teacher, Mrs. Matthis, says she thinks the reason why the residents like Home Ec so much that they want to come even when they are sick is because being there reminds them of being in the kitchen with mother at home.

The boys are going to give their mothers the hangings they have made.

Welcome. A heartwarming word. When will retarded people hear it out in the community?

———0———

REPORT ON A PROGRAM

The treatment of mentally retarded persons who injure themselves has long been a problem for institutional staff. It is often a case of "getting their attention" before you can train the self-injurious person to engage in desirable behaviors. Researchers have found that aversive stimulation, or punishment like electric shock, has been a very effective method in reducing the self-injurious behavior of mentally retarded persons. The use of such techniques is distasteful, at best, so is seldom used either because the staff do not want to "hurt" the person, or because the administration or human rights committees will not allow use of harmful procedures.

This leaves a problem, however, in that an effective treatment is not used and the person continues to abuse himself. The dilemma has prompted attempts to find less aversive procedures that would be effective but would not harm the person receiving the treatment or cause the staff to feel bad about their treatment of the person.

Following a program used by researchers in Michigan, staff at Caswell Center have implemented a treatment program using a plant mister to spray room temperature water into the face of a resident when she hits herself. The procedure has been very effective, even though all the staf who have experienced the spray themselves report that it is only mildly aversive. Health Car Staff in the living unit were trained to carry ou the treatment and have been very successful no only in reducing the resident's self-injurious behavior, but also in "getting her attention" to trai new and desirable behaviors such as toileting feeding, etc.

In an effort to share the information from this program Gerald Merwin, Jr., Division I Program Director and Psychologist, and Cynthia Kornegay, Johnson 4 Unit Coordinator, hav written a report of the treatment procedure. A the recent meeting of the Southeastern Regiona American Association on Mental Deficiency in St Petersburg, Florida, November 30 through December 3, they presented the report at a poste session. Other professionals in mental retardatio programming and administration were able t hear how the program was carried out, and t ask questions regarding potential use in othe areas.

The resident's family and Caswell Cente Human Rights Committee originally approved us of the program and the committee has monitore its success through monthly reports. Dr. Tom Dillon, Caswell Director, and Dwight Eastwoo and Mike Mosely, resident advocates, have observed the program and feel the treatment i harmless, yet effective. As with any punishmen procedure the water spray must be used wit care. Only the self-injurious behaviors ar punished, and staff work under close supervisio to be certain the spray is not used in the wron way. There are also safeguards taken to see tha the spray mist is only used through a program The staff do not use it on any other resident unless a treatment team and the Human Right Committee give their approval.

Gerald A. Merwin, Jr.

———0———

REPORT FROM REHAB

We are happy to announce that Mr. Stephe White, a former V. R. counselor, has now bee promoted to the position of Supervisor of th Vocational Rehabilitation—Caswell Center Adul Activity Workshop.

We would also like to welcome Mrs. Marily Jimmette Chapman to our counseling staff an Mrs. Delores Radcliff as a member of our V. R.—Caswell Center Adult Activity Workshop staff.

Our clients and staff enjoyed our Christma party on Thursday evening, December 15, 1977 at the Fairfield Community Center.

At a recent annual conference of the Nort Carolina Rehabilitation Association at Greensbor Mr. Raeford Allen Lee was awarded an engrave plaque for the "Rehabilitation Instructor of th Year." Lee is an instructor at the Vocational Rehabilitation Facility.

This award is presented to the most outstanding instructor throughout the State in th field of rehabilitation services.

H. K. Williams

JOYS OF CHRISTMAS OPEN DOORS IN TWO DIRECTIONS

(This article appeared in Kinston Daily Free Press on Sunday, December 14)

Music fills the air with the sound of Christmas rols while Christmas trees and a fireplace add t to the Yuletide season.

Voices may make the sound of Christmas rols or they may be silent when Sam Jones plays harmonica. Shelton James could be found ad- ring a newly decorated Christmas tree while tor Bordeaux enjoyed a cup of hot coffee.

Inside the small brick house at 102 Pecan Lane atmosphere is filled with all that makes ristmas Christmas—music, food, and fellowship.

The small brick house is not unique in appear- ce compared to nearby structures.

But 102 Pecan Lane is the Christmas House d that makes the former dwelling very special.

This season is the second year Caswell Center s had a Christmas House. The particular build- used for this year's Christmas house will later transformed into a half-way house.

The interior has been decorated with Christ- is trees and ornaments which create a homelike nosphere. While many people are frustrated waiting in line to get flight reservations to urn home for the holidays, the Christmas use is the only home to be visited by many of swell Center's residents.

Units may be taken to the Christmas House parties by members of the Caswell staff or it y be used by civic organizations who hold their rties for Caswell residents.

When clubs and organizations gather inside house to give a party for Caswell residents, door opens both ways. Caswell residents meet w people and make new friends while outsiders n a new insight into the Caswell inhabitants.

Outsiders may find that Caswell residents are l people with the sensitivity to enjoy the things ers enjoy.

Residents such as Jesse Spain believe "people the outside think people at Caswell are crazy."

Both residents and staff members at Caswell nk activities like the Christmas House promote etter understanding of Caswell Center resi- ts. Another member of Division-A, Unit Par- t-II Billy Gibbs feels that "People think we are e because we can't take care of ourselves."

Sometimes residents like Gibbs believe people ther care nor understand.

More residents of the same division remember ig party held in last year's Christmas House. y Mason asked the unit's education specialist este Williams, "What happened to the big ise?"

She explained that the house used last year— two-story house on the corner of Pecan Lane Vernon Avenue is now the Lenoir ADAP (Adult elopmental Activity Program) headquarters. told Mason this house and ADAP was a pro- m for adults in Lenoir County who lived at ne.

After a visit to the Christmas House, residents eager to relate their experiences. The men m the Parrott-II unit gleam when they talk about the Christmas trees and singing Christmas carols. Shelton James was particularly fond of the big Christmas tree, while refreshments topped others' list of priorities.

Volunteer Services

The Christmas house is under the direction of Volunteer Services, a part of the Division of Community Outreach.

The concept of the 1977 Christmas House is no different from last year's house. It is a place with a homelike atmosphere for the residents to go during the Christmas season.

"No matter how you decorate a unit, it is still a Unit, an institution," said Zel Gilbert, a volunteer services representative. The Christmas House provides a place to get residents out of the unit even if for a short time.

The house opened the beginning of December and is scheduled to be opened until December 23. "Not all parties are given by outside groups," said Mrs. Williams. "If they are not sponsored by outside groups we (staff) arrange parties for them. It is nice if they are given by outside groups so the residents meet new friends."

The Christmas House was a 12-month project, but actual work began the first week in November. Decorating was done the last week in November so the house would be ready on schedule.

Only Home

After returning from a party at the Christmas House, some residents may look forward to a friend or relative to arrive and take them home on Christmas Day. Meanwhile of the 1,300 residents at Caswell, according to 1976 figures, probably about 500 do not have the opportunity to enter a home during the Christmas season. For some the Christmas House has been the only home they have seen in the past 40 years.

Shows Change

The Christmas House symbolizes more than the celebration of the Christmas season. By providing the opportunity to take residents outside the unit, the house symbolizes the "normalization" trend for special citizens.

The men of the Parrott-II unit are making their own plans for outreach activities. Last year they held a yard sale and raised the money for a trip to Washington, D.C. and in the past week they planned a trip to a local restaurant and another trip to see the "Star of Bethlehem," the Christmas program at the Morehead Planetarium in Chapel Hill.

The Christmas House itself serves as an annual link between Caswell and the community. It represents a changing attitude of the community, the staff, and the residents. Once inside the Christmas House, people can realize by the reactions, they are real people.

Kathy Koonce

———0———

HIGHLIGHTS OF '77

Dr. Dillon announced in June that to help to provide space for residents, all staff houses on the main campus housing employees would be vacated and there would be a freeze on the assignment of houses on Hull Road to employees. Many people are working diligently seeking funds for air conditioning for resident living units.

CHRISTMAS STORY

"I have called this general meeting," said the managing director of the archangels, because it is time to select this year's ornament for the heavenly Christmas Tree. Whom shall we send to earth to search for ornaments?"

"I propose that we follow our usual custom and send the three newest members of the little angels' class," said a voice from the front row.

"I second that," said another from the second.

So the three little angels were called up to the platform and told that they had to go down to earth to search for ornaments. Each was to select what he thought the most fit to be hung on the beautiful heavenly tree. Then all the angels and archangels would choose the most worthy.

"How will the person who owns the ornament know that it has been chosen?" asked the little angel, Jonas.

"He won't ever know while he is on earth," explained the archangel.

"Why not?" asked the little angel Michael.

"Because human beings don't understand true values," answered the archangel.

"Why don't we teach them?"

"Even angels can't do that. They hold their false values till they come to heaven. Only then do they see clearly."

So Jonas and Michael and Ebon, a very quiet little angel, journeyed to earth and examined all the Christmas Trees in the world. Then they soared back to heaven each carrying an ornament. Of course they didn't steal them. They were able to leave copies on the trees so that nobody knew that anything had happened.

The angels and archangels gathered to meet them. Jonas spoke first.

"Look at this beautiful dove, symbol of peace. I found it on a Christmas Tree in India. It is fashioned of rubies and diamonds."

"It is indeed beautiful," agreed the archangel. "And very expensive. But as you know physical beauty and riches are valued only on earth. Why do you think it worthy to be hung on the heavenly tree?"

"The man who bought it gave work to many people so that they could buy food for their families," answered Jonas.

Michael held up a bright crystal star, symbol of light. "The man who made this used his talents to make the world a better place. It's flawless." Then Ebon held up a bell, symbol of joy. It was a very ordinary bell made from a paper cup covered with foil.

"I found this in America. It was made in Caswell Center in Kinston, North Carolina, by a middle-aged severely retarded woman. For years she had no training because the institution did not have enough money to provide workers to train all the residents. Now she is in a class. I think this bell is worthy to be hung on the tree because it represents progress. People like Eunice are now showing the world that they can do something. People with skill and patience like Eunice's art teacher are helping people to help themselves."

"Hang the bell on the heavenly tree," shouted the angels and archangels in chorus.

ALL ABOUT US

The following articles appeared in our sta newsletter, "Words of Work." Unfortunately t editor was on vacation when the first lecture the series was given by Dr. Ann Wolfe, Depu Director for Mental Retardation Services in Oct ber.

* * *

These Things Will Be

Dr. Tom Dillon, Caswell Center Director, spo to a group of approximately 79 employees Monday afternoon, October 17, as part of an eve other week series of presentations of the Profe sional Disciplines and Services Orientation Pr gram.

Dr. Dillon talked about what he expected Ca well to be like in 1984 or sooner. We will smaller, but yet larger. There will be fewer res dents on campus, but the same number or mo staff. Our large two story residential dorms w have been replaced with small cottage complexe

Caswell will have well integrated education and developmental programs which can with litt or no modification of structure provide mode for the same services in the community. We w be preparing every resident for community livi and our campus will become as normalized possible.

Caswell will become the center for inservi training and staff development for the enti Eastern Region. Caswell staff might actually li and work in Wilson, Wilmington, or elsewhere satellites of Caswell. Caswell staff working Kinston will venture into the community to wo with parents, foster parents, public school teache and all community-based personnel serving t retarded.

Dr. Dillon indicated that we will do ma things to accomplish those goals. We will aggre sively seek new resources—staff, constructio monies, etc., through State and Federal channel A greater emphasis and concentration will made on staff development and inservice traini of all Caswell employees.

Every supervisor should be training and pr paring employees for promotional opportunitie Channels of communication must be unclogge both downward and upward. Employees shou feel free to express themselves, to offer sugge tions, to ask questions and supervisors shou listen.

Dr. Dillon said that he is committed to getti the managers and supervisors of all divisio working together as a team in a true and int grated fashion.

Dr. Dillon will quarterback the effort and ca the signals. Various standards and regulatio (ICF, JCAH, Raleigh) will set the rules of t game. Every employee will be given an assig ment and responsibility and will be expected do his or her part to see that our residents a served. Morale, loyalty, efficiency, and a true tea spirit will be the products of high executi character displayed by managers and superviso over a long period of time.

About Community Outreach

"I really have not had time to build up an
ıpire so that we would be self-sufficient" was
dramatic statement made by Miss Hilda Gibbs,
sistant Director for Community Outreach, when,
dressing 81 employees on November 7, at the
ird session of the Professional Disciplines and
rvices Orientation Program, she observed that
r department needed help from others at Cas-
ll. She pointed out that Community Outreach
s the liaison between the institution and the
mmunity.

Mrs. Mary Lingerfelt, Community Outreach
ecialist, said she had two separate jobs viz;—
ıe Student Intern Program and Community
rvices Consultation. Plans were being made to
ve interns at the undergraduate and graduate
vel in Special Education, Psychology, Social
ork, Medicine, Therapeutic Recreation and Music
erapy. We already had them in some of these
eas. Two houses on Hull Road were available
interns. She had had a request from Rocky
ount for a Human Sexuality Workshop and one
m Kinston for a Workshop on "The Emotional
velopment of Retarded Children." She was
ing to coordinate a three day conference on
ow to do Parent Training" for professional
rkers in Wilmington. The task she was most
cited about was that of writing up a community
cement project in which nine or ten staff mem-
rs would be hired here to go out with four or
e children to the community to work with
hools, doctors, ministers, and anybody who came
contact with the children. She expressed the
pe that this project would be funded.

Mrs. Valerie Carmine, Volunteer Services Direc-
, stated that work was being done to get more
unteers. A slide show of Caswell Center had
en produced. There were three versions of this.
e lasted thirty minutes, one lasted twenty
nutes, and one lasted ten minutes. Staff mem-
rs could use this show. Tours were now a "Come
d Learn" experience. Volunteer Services worked
h high school students in Health Careers Pro-
ms. A Christmas House would open on Decem-
1, and it was hoped this would be used by
all groups. It would be available in the morning,
the afternoon, and in the evening. Operation
nta Claus was coming along. Material was being
ained for an Obstacle Course and a Putt-Putt
urse between Sprucewood Hall and Hardison
ll. There were now nine murals on campus and
ists were still being recruited. Brenda Stewart,
unteer Services Representative was working
h Tim Davis with the Choir which provided
best public relations feature we have at
sent. The Sponsor-A-Resident Program was
ng organized. A Brochure on Caswell Center
s going to be produced. A grant was being
lied for to be used in working on the Nature
il.

Miss Gibbs remarked that the Coordinator of
missions, Mrs. Linda Dodd, had not yet come
Community Outreach from Division-A. Ad-
sions came through Interagency Councils but
was Caswell's decision whether a person was
nitted or not. The mental retardation specialist
was the liaison person between Caswell and the Community. Two questions were asked here before a person was admitted 1) Is this an appropriate admission? 2) What are we going to do with him when he gets here? We entered into a contract with families spelling out what was to be done. We did not want people to be left here indefinitely. Something was wrong in the home of most applicants.

Mrs. Gertrude Waters, Coordinator of transfers, placements and discharges, said that we had used up the community facilities. The group homes were filled. All ADAP Programs had waiting lists. The Eastern Region had purchased three group homes but only one was at present being worked on. One area had done nothing and another was having difficulty in finding a house.

It was the interdisciplinary teams in the divisions that decided when a resident was ready for community placement. Placement had to be approved by Community Outreach and then the Interagency Council came into the picture. The division social worker, the Title-XX social worker, the Coordinator of Placements and Discharges and the Interagency Councils were all involved.

At present children went back to their own homes. Foster Homes were as rare as hen's teeth. We needed to seek aggressively for more placements for children and teenagers. Mental Health Group Homes were the best places we had found for adults to live in. They provided small group settings and special services such as ADAP Centers and Sheltered Workshops. There were also good Family Care Homes in the community. Caswell had developed a very good relationship with home operators. When they had a vacancy they phoned to Caswell to see if we had anybody to fill it. Rest Homes were used for older residents.

Our goal was to lead up to a successful discharge.

Miss Gibbs stated that Christine Colins, social worker, was working on special projects. She was sending information to areas about the residents they had here and what these residents needed in the community.

According to Miss Gibbs the future holds the following:

More placements leading to discharge
Expansion of the Student Intern Program
Expansion of Workshops for Community
Reactivation of the Diagnostic Evaluation Clinic
Expanding Public Information and Education
The Caswell Brochure
Research on Admissions and Discharges

The secretaries in the department are Ms. Faye Hill and Ms. Margaret Sullivan.

* * *

About Advocacy

"Our residents have the same rights as we have even if they don't understand them." "A program should be accountable to the clients it serves. System maintenance and convenience of staff are not what is important." "An advocate sees things from the viewpoint of the clients." These were among the interesting statements made by Mike Moseley when he addressed fifty-five employees on the theme of "Advocacy" at the fourth session of the Professional Disciplines and Services Orientation on November 21.

Mr. Moseley said he strongly believed in advocacy. It was needed. He felt that every staff member was an advocate. The difference in his position was that his only role was to see that residents obtained their rights.

Advocacy was a set of beliefs about the rights of individuals that resulted in action. It was essential for advocates to know what the clients' needs were and this meant that they had to spend much time with them. At present the two advocates at Caswell did not have time to do that.

He informed his audience that advocacy had three basic functions.

1. To see that the system is accountable for service delivery.
2. To see that residents are free from abuse, neglect and exploitation.
3. To see that residents' rights are protected and assured.

Advocates brought about change in two ways; 1) They obtained information. They had open access to meetings and data relating directly or indirectly to residents. 2) They confronted the system and negotiated for change. They had no power or authority. They merely made recommendations for change and these recommendations were based on law, ICF and JCAH standards, and institutional policies.

Mr. Moseley said there had been two advocates at Caswell since November, 1976. It was hoped that there would soon be three. The advocacy system had started in North Carolina in 1972.

The advocates were administratively responsible to Dr. W. T. Dillon.

If the advocates had gone through channels for change and had gotten bogged down they could go to the Human Rights Committee. This committee could not give directions to Dr. Dillon. It could only make suggestions. It had access to the Governor and the media.

Mr. Moseley hoped we would see more of the committee on campus in the future.

* * *

About Central Program Administration

"We pull it all together." This in essence is what Robert Moody, Assistant Director for Programs, said to the forty-eight employees who attended the fifth Professional Disciplines and Services Orientation on December 19, 1977. Naturally he expressed himself much more elegantly.

He observed that the area of Central Program Administration and Services was quite complex. There were also programs administered by the divisions.

CPA (Central Program Administration) reflected the philosophy of Caswell Center. The aim was to provide a dynamic continuum of services and active treatment to each resident so that he or she would be able to live in the least restrictive environment. The method was to use the interdisciplinary process to provide integrated active treatment.

The Director for Programs supervised the professional coordinators. This involved Psychology, Social Work, Education, Chaplaincy, Speech and Hearing, Music Therapy, Occupational Edu-
cation and Recreation. Under the last came Sco
ing and Central Facilities (Pool, Activity Fie
and New Nature Trail). Under Education ca
the Library, Deaf Education, Home Economi
Physical Education, Music, Art and the liais
teacher. Under Speech and Hearing came audi
ogy and the Deaf-Blind Program.

Mr. Moody pointed out that recently a co
mittee had worked diligently to specify what t
role of the coordinators would be. They were co
cerned with hiring, quality control and st
development.

CPA was concerned with providing a syst
of programs, establishing qualifications, coor
nation among program services (we could alm
use a computer to coordinate services to residen
and evaluations. It was available to help t
divisions to design and evaluate their progra
and to work with individual staff members. It w
involved in interpreting policies and directi
(especially ICF directives) in developing gra
and in working with budgets and the annual p
of work.

The coordinators took part in the Administ
tive Watch. They participated in the Intern P
gram coordinated by Ms. Mary Lingerfelt, Co
munity Outreach Specialist.

Authority was delegated from the Director
the Assistant Director for Programs. CPA had t
responsibility of cooperating with other Assista
Directors and with Personnel. The Assistant Dir
tor had no line authority over Division Directo
They answered to Dr. Dillon. CPA had a supp
tive and coordinating function.

The Assistant Director maintained liaison w
the Foster Grandparent Program, the Blind M
tiple-Handicapped Program, Community Livi
Skills (Title-XX), V. R., The Adult Work Progra
and Caswell Annex.

He coordinated the ICF (Intermediate C
Facilities for the Mentally Retarded) Program
Caswell through which we obtained Federal mo
made available under Title-XIX and the Soc
Security Act for the purpose of assuring that
provided a wide range of services to help
residents to return to the community. To get t
money we had to maintain certain standar
Division-D and Kendall-2 in Division-E and
run-2 in Division-G were ICF Units. We had
certified ICF beds and 170 residents approved
present. The next survey would be done in Ja
ary, 1978.

ICF was worth at least two million dollars
us. Its real worth was greater than any financ
gain. It had compelled us to examine our habili
tive plans, to think about residents' rights, and
provide better services.

———o———

Highlights of '77

In June, nine teachers took part in a wee
long workshop on "Teaching the Severely and P
foundly Retarded" taught by Mrs. Ann Isley
the Department of Public Instruction, Division
Exceptional Children. About one hundred peo
attended a workshop on "Managing Aversive
havior in an Institutional Setting." Caswell's p
cies on Residents' Rights, Abuse and Neglect, D
cipline Controls and Resident Grievance w
studied. In July we had a seminar on "Ab
Reporting."

2
3/2

NORTH CAROLINA STATE LIBRARY
RALEIGH

Doc.

MAY 16 1978

The CASWELL NEWS

"CASWELL CANNOT TAKE THE PLACE OF FAMILY RESPONSIBILITY, LOVE AND MORAL SUPPORT"

FOR PEARL 1895-1978

(Caswell Resident 1914-1978)

It does not matter where
You live your life
But how you live it there.
For over sixty years
Pearl lived apart
From the world's hopes and fears.
She served her fellow men
Here at Caswell.
Now the time has come when,
The long race being won,
She hears the Lord's
"Well done, my Pearl, well done."

April, 1978

Volume VLIII

Number 2

The Caswell News

Volume VLIII - No. 2 KINSTON, NORTH CAROLINA — APRIL, 1978 $1.00 per Ye

Published quarterly for the benefit of Caswell Center and for the information of the citizens of North Carolina.
Director .... William T. Dillon, Ph.D.
Editor .... Jean I. C. Tabory
Circulation Manager .... Margaret Sullivan
Treasurer .... Evelyn Carlisle

THOUGHTS AT PEARL'S FUNERAL

"Surely goodness and mercy shall follow me all the days of my life; and I will dwell in the house of the Lord forever." One listened as the Chaplain read these comforting words.

Many thoughts passed through one's mind when one looked at the coffin in which Pearl lay.

One remembered how teaching cottage parents years ago one had held up a card with the words, "Retarded people are different from other people" and another stating, "Retarded people are the same as other people," and asked them which was true. Surely at a funeral everybody would choose the latter.

To this place we all come.

"Scepter and crown must tumble down
And in the dust be equal made
With the poor crooked scythe and spade."

Death is indeed the leveler as the poet said. Here is the ultimate normalization.

One remembered how long ago one had listened to an old minister saying that when he had taught boys in a Bible Class before World War I he had thought he was preparing them for life but as things had turned out he had been preparing them for death.

Most of us want to do something useful before we die. And Pearl did just that. Those who knew her thought of her as a sweet person who helped her fellow residents.

"Only the actions of the just
Smell sweet and blossom in the dust."

In a speech at the funeral Pearl was compared to David, King of Israel. How could Pearl who was a Caswell resident for sixty-four years resemble a King? David was a man after God's heart. And Pearl was a woman after God's heart.

"Who can find a virtuous woman? For her price is far above rubies."

Goodness is not correlated with intelligence. And suffers no geographical restrictions.

"Full many a flower is born to blush unseen
And waste its sweetness on the desert air."

That, fortunately, could not be said of Pearl. Her sweetness was appreciated here. We shall miss her.

SUCCESS STORY

On January 26th, we passed "ICF." This mean that an ICF Survey Team which visited us i January decided that we met ICF standards. IC stands for Intermediate Care Facility. The stand ards are high and apply to all areas of life— living conditions, food, recreation, health, education, etc.

We would like to be able to meet the standar of individual attention demanded by ICF for al of our residents but that is impossible for financia reasons. Programs in ICF areas are supported b Federal Funds.

All Division D which is composed of four living units is an ICF area. One hundred and twenty-seven men ranging in age from nineteen t seventy-four are in this division.

Byrum-2 in Division-G is an ICF unit in which twenty-eight boys benefit from the Comprehensiv Programs demanded by ICF.

In Division E, twenty-eight women live in th ICF unit, Kendall-2.

Sometimes staff members in the other units i Divisions G and E, feel somewhat envious of th resources they observe in Byrum 2 and Kendall 2 They wouldn't be human if they didn't. But they are thrilled when they see what severely and profoundly retarded people can do when given intensive training. And they are proud of their colleagues and the residents.

Dr. Dillon thanked all the people who worke diligently to enable us to pass and asked the not to grow weary in well doing for the ICF Tea is returning in six months. By that time we hop to eradicate the deficiencies which were found i some areas.

———o———

FACTS AND FIGURES

As of March 31, 1978, the total population a Caswell Center stands at 1212 (649 males and 56 females). During the last quarter (January, February, and March) there were 7 admissions (4 males and 3 females). During the same quarte there were 13 discharges (9 males and 4 females)

There were 4 deaths (1 male and 3 females) during this quarter.

Seven applications (4 males and 3 females) were received during the past quarter. There was also 1 female transfer from Cherry Hospital. Applications on the waiting list as of March 31, 1978 were 12.

WHO COMES HERE?

“How do you advise parents who ask if they ıould put their child in Caswell or O'Berry? 'hat kind of retarded people do you take into ıe institutions?” asked a psychologist at a meet- g of psychologists in Goldsboro recently.

No psychologist could tell parents what to do. o one person could. The parents would be ad- sed to go to their local mental health center here an Inter-agency Council would evaluate ıe situation. Such people as doctors, nurses, achers, social workers, psychologists, and clergy- en from the Inter-agency Council. It is a type interdisciplinary team. They know what re- urces are available in their area.

To be admitted to one of the four state cen- rs for the mentally retarded a person has to be entally retarded. But he has to have other andicaps. He has to have medical or psychosocial oblems in addition to mental retardation. One her condition has to be satisfied. There must no community program that meets the needs that person.

It is a serious matter to remove a person from s family and community. Retarded people in stitutions have been removed from normal citi- ns who can model normal behavior. If possible is best to leave the retarded person in his mmunity.

That is not always possible because in some eas there is a great lack of community resources ıch as special classes, group homes, sheltered orkshops, day care centers and adult activity nters. If we had more of these retarded children ıd adults would be spared the pain of separation om their loved ones and money would be saved r institutions are expensive.

Institutionalization is the last resort. Retarded eople have a right to live in the least restrictive ıvironment. For those who must come to insti- itions we design programs to help them to re- ırn to the community.

———o———

ON DIVISIONS (4)
H & I

“These numbers are not important. What is ıportant is where we are coming from and where e are going to.” So said Elsie McCoy, R.N., Di- sion Director, in answer to a question con- rning how many people worked in Division H.

They are coming from the old hopeless days which because of lack of public support, finan- al resources and staff all that was given to in- itutionalized profoundly retarded residents was ıstodial care. Many of the one hundred and venty-one Division H residents are profoundly tarded. The others are severely retarded. Most e adults. The age range is from eight to seventy us. Twenty-eight are aged less than twenty-one. wenty-four of these live in Pate, a building for n-ambulatory residents. About 55% of the resi- ents in H are non-ambulatory.

All residents are now involved in developmental ctivity. Programs concentrate on self-help skills ıd socialization. Progress has been made in feeding with the help of scoop trays and special spoons.

“A lot have graduated from puree to chopped food,” said Mrs. McCoy proudly. “Almost everyone in Pate I is in a feeding program.” She added that progress had also been made in toilet training. “We have found that social praise is the best reinforcer. Better than candy.”

Victories have been won in the division. People have moved to a less restrictive environment. Five residents have been transferred to Division D where less handicapped people live. Three residents have been transferred to Division D where residents admitted from the western part of the State went to live in group homes there and two have remained.

Some victories have been dramatic. Jewel who spent years tied down in bed to keep her from injuring herself now walks. When a retired social worker heard of Jewel's achievements she said, “I wish Mrs. Pate could have lived to see this. It would have made her so happy.” Mrs. Pate, LPN. was the supervisor in Pate buliding, then known as Crippled Children's Hospital 1 and 2, for many years until her sudden death in 1972. The building was named in memory of her.

Vincent is a ruminator. He doesn't vomit nearly so much nowadays and when he does he rolls his wheelchair into the bathroom and vomits there.

Two living units have been renovated and one is going to be. “We try to make our units as home-like as possible,” explained Mrs. McCoy. “Two units have swag lamps. They add a lot. Especially at night.”

“We have individualized residents' clothes. For Easter we bought clothes and corsages for the residents in Pate that had money. They went to the Easter Service. The chaplain sends people to push the wheelchairs.” This was a normalizing Easter Activity.

There are positions for seventy-four health care workers, four education specialists, nine special trainers, two social workers, a psychologist, two R.N.'s, and ten L.P.N.'s, in Division H. There are no QMRP's. Mr. Richard Humphrey is the Habilitation Specialist. In a sense the numbers are important. There are not enough workers to meet accreditation standards. More trained dedicated workers make it possible to give better programs.

Where are they going? Upwards and onward. But nobody knows how far for nobody has been working on programs with severely and profoundly retarded children and adults for very long.

“When I hire teachers I tell them that the work is a challenge. Nobody has discovered how to teach severely and profoundly retarded people. When you find out you can teach others,” said Mrs. McCoy.

They have come a long way and they hope to go a much longer way. Mrs. McCoy pointed out that she hoped that in twenty years there would be very few severely and retarded citizens in the U.S.A. Through the use of the scientific knowledge already available much severe retardation could be prevented.

“The staff is the real gold mine in this division,” said Vera Prince, R.N., Division Director.

Workers in Division I have no easy task for the one hundred and forty-three residents are all non-ambulatory. Most of them are severely or profoundly retarded. They range in age from seven to sixty-five.

"We are working with such a large number of behavior problems that we are attempting to work with these before we go on to other areas," said Mrs. Prince. The great problem is that many of the residents are self-abusive. Some residents still wear mittens to prevent them from punching their eyes out.

Progress is being made. In the January issue of "The Caswell News" the Spray Mist Program used to decrease a woman's self-abusive behavior was described.

Residents with the most severe problems live in Kendall 3. This is a co-ed unit for twenty-eight people, five of whom are worked with on a one to one basis. Programs are individualized for all residents. This unit is preparing to become an ICF unit. There is professional staff coverage from 8 a.m. till 10 p.m. Cindy Kornegay, social worker, is the unit coordinator.

There is a professional unit coordinator in each of the four units in Division I. Helen Davis, educator, is in Johnson 4, Tom Clare, Psychology Assistant, is in Johnson 3, and Phyllis Thorne who has a Master's Degree in Developmental Disabilities and Infant Stimulation is in Johnson 2. The health care supervisors work in the units helping the coordinators.

Gerald Merwin, psychologist, is the Program Director for the division.

The most severely handicapped residents live in Johnson 2. Many of them are young. Until a few months ago they were put to bed after lunch and did not get up again till bathing time the next morning. Now they are in stimulation programs. Some are placed on mats and positioned in such a way as to overcome their physical disabilities, some are trained in motor skills, and some learn to walk. "Something is going on all the time. They are no longer put to bed and left there," said Mrs. Prince.

There are five water beds in the division. The first was placed in Johnson 2 and was so effective that others were obtained. All were donated. They provide a change of environment and stimulation for bedridden people. Fun too. The first residents placed on them became sea-sick. This was their introduction to movement. Now they enjoy it. Mirrors are placed beside the water beds and residents can see themselves in them.

There are sixty-eight health care workers, a social worker, a psychologist who is also the Program Director, two R.N.'s, seven L.P.N.'s, two teachers, and five special training instructors in the division. Recently a speech therapist joined them.

Many of the residents do not have the potential for speech but this doesn't mean that they cannot be taught to communicate. Tony is one of them. Mrs. Prince, Linda Jenkins, formerly a teacher in Division I, and Hampton Carmine for Division G worked out a way to help him to communicate. He is spastic so he cannot lear manual communication. He has a speech boar and points to words with a little light like miner's lamp which he wears on his head.

This is an example of team work. "This divisio is a real team effort in every respect," affirme Mrs. Prince, "and we are trying to make it mor so. Right now we are zooming in on communica tion. We are working on the chain of comman Who takes care of what? Where do you go to ge answers? How can we set up a system to see to that each person gets the message he or she supposed to get?"

They are trying to discover even better way to do things in Division I. Last spring in con junction with the Intern Program Dr. Steve Tacke from East Carolina University taught the sta something about behavior modification.

Better wheelchairs are needed to improve lif for the residents. "We need somebody to mak wheelchairs," said Mrs. Prince. "We need a wheel chair mechanic."

Division I will move into the new non ambulatory building when it is ready.

Only people can help people. Mrs. Prince proud of the people who work in her divisio She was very happy when a person on administra tive watch observed that the spray program wa being carried out in the middle of the night.

The most severely handicapped Caswell resi dents live in Division H and I, but this does n daunt those who work there. "Great are the odds great are the opportunities," could be their mott They are dedicated to discovering and implement ing programs that meet residents' needs.

———o———

A POPULAR CLASS

Lonnie Civils knows a lot about mental re tardation. He ought to for he has worked at Cas well for twenty-one years taking care of resident When there was talk two years ago about return ing residents to the community people listened t Mr. Civils. When he said, "It won't work," the realized that he knew what he was talking about Mr. Civils is not pessimistic about communit placement. Just realistic. He added, "It won' work unless we help these men who have been a Caswell for years to learn what life in the com munity is like."

And so in May, 1976, the Community Aware ness and Money Management class was born i Division-D. At present forty-eight are involved They come in small groups and spend 45 minute in class. Instruction is individualized.

In class they learn such things as countin money and recognizing signs. In the beginnin Ms. Cecelia Ingram, special education teacher worked with Mr. Civils. Now Mr. Thurman Taylo works with him.

Classroom instruction is only one part of th program. The other is going out into the worl around Kinston. And beyond Kinston. Recentl they went to the circus in Raleigh. Mr. Civils take his students to the community college, the air port, radio stations, stores and restaurants. A least once a month they eat a meal in a restaurant.

Mr. Civils is proud of the way they behave. He very pleased with the way the managers and orkers in the places they visit treat the Caswell sidents and thinks that they deserve recognition r this. Strangers too have been kind. When they ere at the Circus two men in the audience inoduced themselves to Mr. Civils and bought reeshments for the residents.

The men enjoy their class. Some who have iown reluctance to attend other classes are eager come to Community Awareness and Money anagement. Going out to see the world is reward iough to make attendance a pleasure. Attendice in other classes improves once they have enolled in their favorite class.

"I've seen the progress they've made since I ame to the class in November. I know they had ood training before," said Mr. Taylor. With a nile he added, "Don't take my word for it. Ask her people how much the men enjoy this class."

It is to be hoped that many of the men will ave the chance to use the knowledge acquired ith such pleasure in the communities to which ey return.

PROJECT INSIDE-OUT

This was written in March before this activity ook place.)

For the third consecutive year, the Department Community Outreach is sponsoring Project iside-Out to be held April 6, 7, and 8, 1978, at Casell Center. Project Inside-Out is designed priarily to introduce pre-professionals to the strucure, organization, and function of a State instiution for the mentally retarded.

Project Inside-Out was originated by Mr. Skeet reedmore of East Carolina University specifically or Special Education majors. This year the proram has been expanded to include students from ny field related to working with the mentally etarded such as Psychology, Social Work, Speech nd Hearing, Occupational and Physical Therapy, usic, Recreation, Nursing, Physical Education, nd others.

According to Ms. Mary Lingerfelt, Community ervices Consultant, Inside-Out '78 will provide an ntensive three day live-in experience for students. uring this time, students should "gain knowldge and awareness of the retarded through direct ontact and first hand experience, observe the ractical application by various methods employed ith the retarded, and, in general, be able to evelop a realistic view of institutional life. In ddition, this experience will be informative as to hat professional opportunities are available at aswell Center. Basically Inside-Out is aimed at eveloping aware, understanding, and knowledgeble professionals."

Anywhere from fifty to eighty East Carolina tudents are expected to participate in this year's nside-Out program. Activities will include a tour the facility and speakers on the nature and rograms of the institution as well as major issues in the field of mental retardation. Assignments to professional staff will provide an opportunity to observe, question, and discuss concerns. Wherever possible, students will be assigned to professionals in a field related to the student's particular interest.

In addition to these activities, students will spend several hours each day in an assigned resident living unit. During this time, students will be able to observe and work directly with residents, assist with feeding, and take part in leisure time or other activities. Some students may bring along musical instruments to be used in leisure time activities. Every effort will be made to insure that disruptions of daily routine are kept to a minimum.

Caswell Center will be hosting several speakers for Inside-Out who will be discussing major issues in the field of Mental Retardation. Dr. Ann Wolfe, Deputy Director for Mental Retardation Services, will speak on the topic of Normalization at the April 6 dinner meeting. Mr. George Adams will discuss Community Realities at the April 7 breakfast meeting. Mr. Adams is the Eastern Region Director of the Division of Mental Health and Mental Retardation Services, DHR. Caswell Center Director Dr. William T. Dillon will be featured at the April 8 luncheon to discuss Deinstitutionalization. Mr. Al Singer, Executive Director of the Advocacy Council for the Mentally Ill and Developmentally Disabled, is tentatively scheduled to speak on MR and the Law at the April 7 dinner meeting.

Staff members from Caswell Center will speak at various times throughout the three day schedule. Professionals discussing the issues and programs of the institution will include Mr. Emmett Brittain, Habilitation Specialist, Division E; Mr. Hampton Carmine, Habilitation Specialist, Division G; Ms. Harriette Duncan, Director of Nutrition Programs; Ms. Cora Mae Garrett, Educational Specialist, Division C/F; Ms. Hilda Gibbs, Assistant Director for Community Outreach; Mr. George Lapas, Director, Division A, Mr. Gerald Merwin, Program Director, Division I; Ms. Jenny Mikell, Educational Specialist, Division H; Mr. Mike Moseley, Resident Advocate; Mr. Joe Pipkin, Central Recreation Services; Mr. Leon Prater, Staff Development Specialist; Mr. Fred Radcliffe, QMRP, Division G; Dr. Kamal Salameh, Assistant Director for Medical Services; Ms. Germaine Stevens, Social Work Services Co-ordinator; and Ms. Barbara Woodhull, Psychologist, Division G. Additional Staff members will be assisting students throughout the Inside-Out schedule.

Students will be provided sleeping quarters on Caswell's Campus although specific arrangements have not yet been made. Students will also be dining in the staff cafeteria. A faculty member from East Carolina will accompany the students to serve as an advisor during their stay.

Project Inside-Out is being co-ordinated by Ms. Mary Lingerfelt with the assistance of Zel Gilbert and Brenda Stewart, Volunteer Services Representatives.

Zel Gilbert

MORE ABOUT US

The following articles appeared in our staff newsletter, “Words of Work.”

* * *

MORE ABOUT PROGRAMS

A new note was introduced at the sixth session of the Professional Disciplines and Services Orientation on February 6th.

Audio-visual material was used. The forty-two employees present saw and heard a simulated interview involving a social worker and two parents, a teacher teaching a group, a teacher involved in a feeding program with a child who had not eaten solid food, a psychology intern working on an eye contact program, token economy in action and Joel Glassman talking about Speech and Hearing.

The Social Work, Education, Psychology, and Speech and Hearing Coordinators all rejoiced in the fact that services in their areas had expanded.

Mrs. Germaine Stevens pointed out that social workers were involved with residents and families prior to and during admissions, during residence and during the discharge procedure. It was the business of the social worker to let the family know about the intervention of all disciplines in the lives of their loved one.

Mrs. Patsy Pittman stated that we had fifty-two educational specialists, 44 of whom were teaching. Eight were QMRP’s. The liaison teacher prepared residents to go to special education classes in their communities. Three Caswell residents at present were living on campus and attending Kinston High School. One was in an EMR class and two were in a TMR class.

Dr. Lyn Wilson said that the psychologists provided evaluations to help the interdisciplinary teams and developed behaviorally oriented programs to increase self-help skills and to reduce inappropriate behavior. A psychology intern program was being developed. Efforts were being made to employ a Psychological Services Director I who would develop the intern program, engage in research, and organize the training of the whole Caswell staff in behavior modification.

Mr. Joel Glassman said that the speech pathologists were working to give every resident they could reach a communication system. For some this would be manual communications. The audiologists were working with the people in the sheltered workshop to help them to avoid noise related problems. Noise could be a secondary cause of hyperactivity. The people in the Deaf-Blind Program would like to have a Parent Workshop. It was hoped that research would be done in Speech and Hearing.

* * *

STILL MORE ABOUT PROGRAMS

Ben Ramsaur jocularly presided over the seventh session of the Professional Disciplines and Services Orientation which was attended by forty-five employees on February 20th.

John Aldridge, Coordinator of Occupational Education, pointed out that in the Work Activity Center, which paid its own way except for staff salaries and which was certified in the U. S. Department of Labor, seven training projects were carried out daily. A hundred and seven resident attended daily.

“Our methods of reinforcement are the mos effective kind. We instill a sense of usefulness an the residents earn cash money.” What each earne was based on how much work he did compare with that of a non-handicapped worker earnin $2.65 an hour. The maximum earning at presen was 92 cents per hour and the minimum 16 cents

Because of ESEA regulations only residents u to the age of twenty-two were eligible but the onl ESEA support now given was for two positions It was hoped the state would take over and the there would be no age restriction.

The training was in basic skills. It was ver important for residents to participate in vocational education because when they returned t the community they would get satisfactio through the use of vocational skills.

Norman Polk, Coordinator of Pastoral Services said that a goal of his program was to meet th spiritual needs of the residents. He tried to hel them to develop as persons, as children of Go He wanted to be able to relate to other people i a loving and mature way.

He worked to develop moral standards an tried to show residents how to make the righ decisions.

The residents were interested in religion. The came from a wide variety of religious backgrounds Records said two hundred.

Two Chapel services were held every Sunda and on the average between five hundred and si hundred attended. Attendance was voluntary bu Mr. Polk said he appreciated the efforts of healt care workers in encouraging their charges to come An attempt was made to let the residents fee that their participation was needed and that wha they were doing was relevant. The Chaplain trie to have as many non-ambulatory residents a each service as possible.

Pastoral visiting was done regularly. Mr. Pol kept in close contact with residents. He was involved in Community Outreach. He took resident to evening services in community churches. H was on the committee which annually planne Mental Retardation Sabbath, Sunday. Group came from the community to Caswell.

Church attendance was a factor in satisfactio with community placement. Some residents wer happy because they found a satisfying church home after they left Caswell.

An effort was being made in the State to rais funds to build Chapels in the four Centers fo the Mentally Retarded.

The Chapel was always full for the monthly Gospel sings.

Joe Pipkin, Recreation Coordinator, state that Wayne Brantley conducted the Scouting Program and had done an excellent job in modifying the Scouting Program that came from Headquarters to meet the needs of retarded boys. Janice Jones worked with the new Girl Scout Program and carried on a passive type of recreation program in the Central Hospital. Jo Batchelo worked with the Special Olympics Program which was now a year-round activity operating at th local, state, national, and international level. Tw years ago Caswell combined with Lenoir County ich was a big step in bridging the gap between e Center and the Community.

Three hundred and fifty would participate in e local meet at North Lenoir High School on arch 10th. The Area Meet would be held at the me place in April.

In Summer, Central Recreation was involved th swimming. Nowadays we had little use for e deep end of the pool. Perhaps there was a need r a new pool.

Mr. Pipkin thanked the people in the divisions r making the 1977 Camping Program a great ccess. In 1976, one hundred and ninety people d gone to camp at a cost of $8,033.50. In 1977 ven hundred and eighty-six had gone at a cost $1,300.00.

Six CETA workers were helping to build the ture Therapy Area which had been talked of ice 1973. The people in Volunteer Services were ying to get funds to build a log cabin. There uld be a train for non-ambulatory residents d an area for the visually handicapped.

Ronnie Sanford, Coordinator of the Blind ulti-Handicapped Program told us that the aim the program was to prepare visually handi- pped or blind mentally retarded residents to e as independently as possible. Twenty-two sidents attended daily. There were five classes, ur of which lasted for one hour. The fifth lasted r ninety minutes.

Ben Ramsaur, Music Therapy Coordinator, entified Music Therapy at Caswell Center as the ilization of the medium of music to meet the erapeutic needs of the residents. Two factors ere significant. Music Therapy was not specific, was broad. It could be used to help people in quiring language skills, mathematical skills, lf-help skills, etc. At Caswell the need was for lf-help skills. Before music therapy was used it d been determined that the medium of music s the one that best met the individual's needs.

At present there were two music therapists in ur of our divisions. We had five music therapy terns and six pre-clinical students. Work was ne individually, in small group sessions and in rge group sessions. The therapists helped with ecial events. Two research projects were being nducted.

It had been shown that music therapy was an fective means of working with low functioning ople, an effective discipline in meeting ICF d JCAH Standards and a useful method of mplying with the new right to education law.

More staff members were needed. Work was ing done to establish a music therapy classi- ation.

Mr. Ramsaur ended on a merry note by playing s guitar and conducting a brief session of com- unity singing. Very therapeutic at the end of meeting.

* * *

ABOUT V. R.

On March 6th, forty-eight people attended e 8th session of the Professional Disciplines and rvices Orientation to learn about the Eastern gional Vocational Rehabilitation Facility which housed on the Caswell Campus.

"Work is a human need. It does more than ything else to give us self-esteem and respect," Jim Herring, Facility Administrator, reminded his audience. V. R. which is a State-Federal type of program, 20% of the funds being provided by the State and 80% by the Federal Government, helps handicapped people to get back into the mainstream of work. For every dollar spent there is a thirty-five dollar return in earnings but the most important aspect of the program is the psychological, not the financial.

V. R. began after the First World War when many men came back with physical disabilities. In 1954 PL 83-565 was passed. The purpose was to establish facilities on campuses for the developmentally disabled. A result of this was that "Caswell Rehab" opened in 1960. At first it served Caswell residents but since 1963, it has also served 33 countries in Eastern North Carolina. There are now seven other such facilities in the State — one at each of the mental hospitals, one at Western Carolina Center and two at correctional institutes.

P.L. 93-112 passed in 1973, really helped the Caswell residents because it gave V. R. money to work with the severely handicapped.

Mr. Herring said that in the two years he had worked here he had received excellent cooperation from Dr. Dillon, Mr. Moody, and all the Caswell staff.

Ms. Alice Moore, who is in charge of the counselling program, stated that the V. R. counsellor was the portal of entry for anybody coming into Rehad. In order for a person to be eligible for services, there had to be the presence of a physical or mental disability which constituted for him a substantial handicap to employment and a reasonable expectancy that V. R. Services would benefit him in terms of employability.

On arrival a client was first in diagnostic status and information was obtained on five factors — medical, social, psychological, physical, and educational. When the diagnostic process ended and it was known what the client's strengths and needs were, the counsellor with the team and the client worked out exactly what was to be done. An IWRP — Individualized Rehabilitation Program was written up. A finishing date was projected.

Clients from the community usually spent about six months in the facility. Caswell clients stayed longer. Field counsellors took part in exit counseling for community clients. In the case of Caswell clients, the interdisciplinary team was involved.

Frank Hall who is in charge of the evaluation program said that clients could be in diagnostic status from a week to eighteen months. About a month was the average time. Diagnosis was fourfold. 1) To determine the client's rehabilitation potential, 2) To discover the client's vocal aptitude in specific areas, 3) To find out the client's strengths and weaknesses, 4) To prescribe a rehabilitation program.

Three approaches to evaluation were used. 1) Behavioral observation. The client was observed working. 2) Psychological testing. One test used was "The Interest Test for Institutionalized People." 3) Work samples. These were similar to standardized tests. They were representations of actual jobs. Norms had been established.

The question, "What is preventing this client from going into that job?" was asked.

Steve White, Adjustment Services Supervisor, explained that the basic adjustment program was broken down into three components.

1) Educational Adjustment. Basic individualized instruction was offered. The Hoffman Program which had workbooks was used. This went from pre-kindergarten to 2nd grade. Not many Caswell residents went beyond 2nd grade.

2) Social Adjustment. This involved getting along with peers, basic living skills, fixing a sandwich or a meal, personal and commercial sewing. Not many Caswell clients could do commercial sewing.

3) Work Adjustment. This included the workshop and the areas in the facility — small engines, auto mechanics and welding. The workshop served 85 Caswell residents many of whom were low functioning and had short attention spans. Some attended for one hour, some for two and some for three.

The program was broken into two phases. In Phase-1 the residents did simulation. They needed close supervision. They earned 15 cents per class period. In Phase-2 the workers performed subcontract work and were paid that percentage of a normal person's work that they produced. They earned from 17 cents to $1.23 per class period.

There were three or four residents on the waiting list. Referral was through V. R. counsellors and clients for the workshop had to be over twenty-one.

The Rehabilitation Facility was serving a hundred and five Caswell residents, eighty-five in the workshop and twenty in the Facility Program. There were sixty clients from the community who lived in Boarding Homes in town in the latter and one in the former.

* * *

ABOUT WORK RESIDENT PROGRAM

Billy Paderick, Work Resident Specialist, was the speaker at the 9th Professional Disciplines and Services Orientation attended by thirty-four employees on March 20. He explained that it was difficult to talk about the program because it was in a state of transition. A new policy was being written but had not yet been approved.

The program had been established jointly by Vocational Rehabilitation and Caswell Center. It was intended to be a training program but at present residents were staying in it indefinitely. In effect residents had become employees. This must cease. This was in violation of Federal Law. The work the residents did must **not** be for the benefit of Caswell Center. It must be for the purpose of training residents so that after training they could work in the community. The program would have to be changed.

Gordon Williams, Assistant Director for Administration, pointed out that no resident would be denied the normalizing experience of working for wages. When the work resident program was brought into compliance with Federal Regulations another program would be organized for residents who needed work rather than training. Mr. Williams said he was working on this.

Mr. Paderick observed that in 1974 when th present Work Resident Program was establishe there were 185 residents working on jobs. The were not being adequately paid. Today there wer 81 residents in the program. The average wag was $1.33 an hour. The highest wage was $2.6 and the lowest 29¢ per hour.

We were working under a special certificat for handicapped work which meant that we had t pay each worker that percentage of the work o a normal worker which he did. We did not have t pay the minimum wage. It was the job of the wor area supervisor to determine what percentage o the work of an ordinary worker each resident di The work resident specialist and people from V. R would help the supervisor to do this if necessary

Who referred residents to the work program The interdisciplinary team. If the members decided a resident needed to work they referre him or her to V.R. with an account of why the thought he needed to work, the type of work the thought he could do, and a history of his wor experience. The V. R. Counselor, after an evaluation, would decide if the resident was ready fo work.

The interdisciplinary team would then dra up an Individual Developmental Plan with goals objectives and time limits. When V.R. approve of this plan it was given to the Work Residen Specialist who reviewed the plan to see what typ of work would suit the resident. Then he and th V.R. Counselor talked with the work area supervisor, making it clear that the resident was comin to be trained.

The Work Resident Specialist kept in touc with the interdisciplinary teams. He kept th records. Evaluations were done quarterly. Rate of pay could be changed then.

Work areas used at present were the garbag truck, food services, laundry, janitorial services and escort services.

———o———

REPORT FROM REHAB

We welcome Miss Camella Lane as an evaluator in our Evaluation Department and Mrs. Jennette Lyles as a Special Training Instructor in th V. R./Caswell Adult Activity Workshop.

Staff will be attending a Staff Conference i Nags Head on May 18th and 19th.

Due to reorganization, Mr. Stephen White ha been promoted to Adjustment Services Superviso in charge of all training areas.

H. K. Williams

———o———

NEWS IN BRIEF

The Caswell News seems to be, if not a worl traveler, at least a transcontinental traveler. W are proud of the fact that the verse on the cove and the editorial published last October appeare in the Rainier News of March, 1978. Rainier is a institution in the state of Washington.

* * *

Our good wishes go with George Gardner, Foo Service Director, who resigned on March 7th afte working here for almost ten years. Harriette Duncan, R.D. is now Director of Nutrition.

NORTH CAROLINA STATE LIBRARY
RALEIGH

13

N. C.
Doc.

AUG 10 1978

The CASWELL NEWS

"CASWELL CANNOT TAKE THE PLACE OF FAMILY RESPONSIBILITY, LOVE AND MORAL SUPPORT"

COMMUNICATION

Sometimes
at five o'clock
when my day's work is over
I see him clutching the mail box
resting his twisted body
on his solitary walk
to the dining room.

Then I salute this boy
this, to me, nameless boy
whose work is never done
whose every movement
calls for courage.
And I am grateful
For his example.

July, 1978

Volume VLIII Number 3

The Caswell News

Volume VLIII - No. 3 KINSTON, NORTH CAROLINA — JULY, 1978 $1.00 per Yea

OF WORK AND WORKERS

The articles from "Words of Work" take up a big part of this issue of "The Caswell News". Are we justified in giving so much space to workers? How important are we as workers here?

Surely we are very important to the residents. Of what value are policies and procedures unless we have people to carry them out. If we write "all residents have the right to humane care, appropriate social and educational programs, privacy, the pursuit of happiness, dignity, respect, and to exercise all other rights to which they are entitled" as we did in the very first policy in our Administrative Policy Manual we have not changed anything for the residents. If we provide people to give the residents care, organize the programs, and see to it that their rights are not denied we have enriched their lives.

We have said that workers are important. What of the work? If one had to describe it in one word, what would that word be? An answer is challenging. This word came to mind while one was conducting the Chapel services in the absence of the Chaplain on Father's Day.

There was a time when this task gave easy rewards. The residents sang with great enthusiasm, joined in responses, and listened attentively to the sermon.

Now that more severely handicapped residents attend services one cannot count on these things. Some are restless. Some make noises. Some do not understand language.

And how does one help them to understand that God their Heavenly Father loves them? That's a challenge.

And so is much of the work done here. How does one teach them to behave like other people so that they will be accepted in society.

It's exciting to try to find out. Someday we shall.

———o———

FACTS AND FIGURES

As of June 30, 1978, the total population at Caswell Center stands at 1197 (645 males, 552 females). During the last quarter (April, May and June) there were 9 admissions (8 males and 1 female). During the same quarter there were 20 discharges (10 males and 10 females).

There were 4 deaths (2 males and 2 females) during this quarter.

Fifteen applications (10 males and 5 females) were received during the past quarter. Applications on waiting list as of June 30, 1978 were 14.

Published quarterly for the benefit of Caswell Center and for the information of the citizens of North Carolina.
Director .... William T. Dillon, Ph.D.
Editor .... Jean I. C. Tabory
Circulation Manager .... Margaret Sullivar
Treasurer .... Evelyn Carlisle

COURAGE

There are two kinds of courage. One is th heroic kind displayed in such a situation as rescu- ing people from a sinking ship. The other is th kind needed to look at yourself in the mirror i the morning and go out to face the day.

LeRoy has the latter. He greets visitors with smile and, "Thank you for coming". Where does h get the strength to smile?

For years he has suffered from a degenerativ disease which affected his speech and confine him to a wheelchair. That was bad enough but h could at least live with other residents and b wheeled out to the sunshine.

Then the arteries in his leg hardened. He had t have one leg amputated.

Now his days are spent in a room in the Centra Hospital. It's a bleak little room. The walls ar drab-colored and tiled halfway up.

Attempts have been made to brighten it. small TV set and one plant sit on a table. A pictur of a pretty lady has been cut from a magazine an pasted on the wall.

The nurses like LeRoy. He's a good patient When asked what one could bring him a docto replied, "He loves fried oysters." They are not o the menu here.

How can one help LeRoy? That's a challenge but it is very clear how he helps others. His cour age in facing each day is an inspiration to all th normal healthy people who meet him in the cours of their work here.

———0———

NEWS IN BRIEF

The non-ambulatory men in Parrott-2 wh went to Washington, D.C. last year are plannin another excursion. Disneyworld is their destina tion. They had a fish stew and a yard sale and sol candy to raise money.

* * *

"If Lawrence Welk had heard them he'd hav wanted them to be in his show," remarked a socia worker who visited the summer "Jam" on June 1 Perhaps she exaggerated but she certainly wa much impressed by the residents' performance.

* * *

Residents participated in the Special Olympic Area Meet at North Lenoir High School on April 2

PROGRESS

Caswell Center continues to make excellent progress in providing quantity and quality programs and services to its residents. Our average daily resident population for the month of June was 1098 with 138 on leave.

We continue to have 190 beds certified as ICF/MR (Division D, Byrum II, Kendall II). Another unit, Kendall III of Division I, is scheduled for a survey in August.

Our 120 bed non-ambulatory complex is scheduled for completion in December and we plan to occupy it in January, 1979. The Legislature appropriated an additional $1,000,000 this past session to expand the non-ambulatory complex by an additional 80 beds. Construction of these new beds will begin as soon as possible. Given these new beds, we plan to empty at least Dawson, Austin A and B, and Pate I and II and transfer residents and staff to better accommodations.

Other monies provided by the Legislature will enable us to air-condition all remaining residential buildings on campus. Due to advertisement and bid letting, this work will not be accomplished this summer, but the summer of 1979 will be comfortable.

Caswell Center will be able to hire an additional 58 employees over the next several weeks. Thirty-eight of the new positions are for health care technicians. The priorities for assignment of these direct care positions were: (1) Third shift coverage; and (2) non-ambulatory (profoundly and severely retarded) and seizure prone residents.

I very much appreciate the response of parents to the short notice call for your opportunity to meet or speak with the Management Survey Team on June 22. The written report of the survey team s due in the next few weeks. Caswell Center has already implemented some of the changes recommended and we plan to address others in a concentrated fashion upon my return from O'Berry on August 1st.

The feedback from the surveyors was primarily positive. They felt Caswell Center had made tremendous progress over the past couple of years and hat we were at a point of making significant trides in the future.

We are very optimistic. Your support and ideas are extremely valuable. Please stay in touch.

William T. Dillon, Ph.D.
Caswell Center Director

———o———

MORE ABOUT US

Something About Administration

At the 10th Professional Disciplines and Services Orientation attended by forty-four employees n April 3rd, Gordon Williams, Assistant Director or Administration, was the speaker. He began by xpressing his satisfaction at not feeling left out f things at Caswell. He said that often people in administration were thought of "as the scapegoats hat always say 'no' " and explained that when he aid "no" there was nothing personal about it. It was either because there was no money or because he request was illegal.

He explained that Administration covered 13 areas and 84 acres of land. An 11 hundred acre farm was attached to Caswell and although it was no longer operated by Caswell many decisions made had to be cleared through the institution.

About half of the staff members employed here (i.e. around 700) were in the Administrative area. We had 5 in security, 1 in the mail room, 3 at the switchboard, 14 in the grounds area and 110 in housekeeping and pest control. Greene Lamp and CETA workers were included in the last two groups.

These workers are well qualified. Our security officers had to be licensed. We had a licensed pest control person. Our Housekeeping Administrator was a graduate in her field and the supervisor of the Grounds crew had an Associate Degree. We had 65 State vehicles.

Mr. Williams mentioned some statistics that impressed upon his audience the vastness of this operation.

Our budget for the past year was about 16 million dollars. Three and one-half million dollars were tied up in construction. Postage by the end of February was 27 hundred dollars. Our telephone bill would exceed 65 thousand dollars for the year. We had over 300 outgoing long-distance telephone calls each month. We did not have a Watts line. We had a State network line. Long-distance calls cost 10 cents per minute within the State and 25 cents per minute outside the State. Mr. Williams urged people to use the mail when possible to save money.

Every afternoon 13 to 15 thousand pounds of soiled laundry left Caswell. About every 36 hours 87 hundred gallons of fuel oil were delivered by truck and in cold weather this happened twice every 24 hours.

We were the 2nd largest employer of labor in the country and our operation covered more ground than that of any other organization except DuPont.

In answer to questions, Mr. Williams imparted more interesting information.

Our Budgets

Our **operating budget** is the budget we operate out of every day. Such things as telephones, maintenance, heat, lights, water, equipment, and salaries come out of this budget.

There are about 1,300 codes in this budget. We have the authority to transfer between line items in this budget as long as we don't exceed the budget. If Mr. Williams wants, for example, to transfer maintenance money to supplies and materials, he can do so. He sends the request to Raleigh and it goes through various offices and comes back to Caswell.

We **cannot** transfer salary money, social security payments or matching money for retirement. This year we ran 40 positions short because we could not get people to fill them. This means we will return about 700 thousand dollars to the State at the end of the year. By law we cannot touch this money. It is called lapsed salary money and useful to legislators.

Our payroll is 1.159 million dollars per month. No funds in this budget can be carried from year to year. They have to be spent between July 1st and June 30th. Last year we turned back only 10 thousand dollars (this does not include salary money) out of 16 million dollars.

Our Construction Budget is contracted out to outside companies. It is for a specific job in a certain line.

Our Expansion Budget

We have just finished working on this for the next biennium. It is for new programs and for programs we have running right now that we know will need a considerable amount of additional funds. The best example is personnel. We have asked for 754 new workers beginning July 1, 1979. This is the most important budget if we intend to grow.

On State Cars

There is something in the Policy Manual about their use. It's very important that people who use them for out of State travel have signed forms showing that they are being used legally.

If an accident occurs, the person in charge ought to see that anybody who is hurt is taken care of, get in touch with the local authority, get in touch with Caswell.

Caswell does not accept collect calls but if it is an emergency you'll be taken care of.

There is only liability insurance on State cars.

Nobody will be allowed to drive his personal automobile if a State car is available. Approval to use a personal automobile will be given only if it is essential that the person goes and no State car is available.

Laundry at Cherry Hospital

(Dingy garments being received) Mr. Williams asked us to give the laundry a ninety-day period to get off the ground. The workers had to get used to using the new machinery.

Office Cleaning

(Done only once a year in some areas)—Mr. Williams said he had talked with Ms. Kennedy that very morning concerning full housekeeping services.

* * *

More About Administration

Mr. Gordon Williams, Assistant Director for Administration continued to give information about the work done in Administration at the 11th Professional Disciplines and Services Orientation on April 17th. Thirty-eight people attended. Mr. Williams gave statistics which certainly confirmed the impression given when he spoke at the 10th Orientation that Caswell is a big operation.

We wrote 3900 purchase orders in one year. This did not include any of the clothes, toys, etc. that people in the residential units went out and bought. The purchases amounted to 1.766183 million dollars. If the clothes, etc. were added it would probably be doubled. Only two people worked in the Purchasing Office. At present there was a third person. She was a temporary Greene Lamp Employee.

Ten people worked in the Accounting Department. Our operating budget last year was 16 million dollars+. There was 1½ million dollars in other funds and 4.3 million in construction money. The books were balanced every thirty days to a penny.

Between July 1, 1976 and June 30, 1977, we wrote 7,367 checks. This did not include payroll checks.

We received over 2 million dollars in receipts from third parties such as ICF and Social Security between July '76 and June '77. Our reimbursement section has five workers who handled 2.7 million dollars in one year.

There are roughly 40 people in Maintenance and Engineering and they maintain the whole campus. Mr. Williams urged his listeners to visit Wooten Building which has been renovated to see the fine quality of the work done on campus. At present we handled all electric, air-conditioning and steam problems. Only once since Mr. Williams coming has he had to call in the city. Three transformers broke down and the city brought three We did not need to keep inventory at the Power Plant. This was a tremendous asset.

We maintained 85 acres of land in the campus This was mowed weekly in summer.

Five people worked in the Warehouse Area. They maintained a complete up-to-date warehouse listing of the supplies put on purchase orders. Mr Williams was writing a warehouse procedure.

The Food Services had 143 employees. At present they worked on a split shift but it was hoped to change this.

Each month 130,000 meals were served. Food was shipped from the kitchen to the feeding areas Only approximately one-half of the residents went to the cafeteria. Expenses for food services amounted to 1,700,000 dollars (including salaries).

Mr. Williams gave additional information in answer to questions.

He said that in Maintenance, priority had to be given to keeping the institution running from day to day.

The price tag for the canopy over the cafeteria became "if you want to call it that, astronomical so he put the project aside. Now we had the drawings done. Mr. Williams said he was in the process of working out agreements with a couple of companies so that coverings could come on campus as soon as steel was created. We could not do the work here. "We are," said Mr. Williams, "asking people to do it so to speak in their spare time so that we will get work that costs $50.00 an hour done for $20.00. We were trying to get three companies to donate 30,000 bricks so that we could put down a patio."

Money to air-condition the dormitory buildings in Divisions A & B would have to be passed by the Legislature.

Plans were being made to use the old cafeteria for offices. Mr. Williams thought we would have the money by July 1st. If not, then in September.

No homes were being rented to employees. The City Fire Marshal was coming to visit us. We were in the process of putting in a central fire alarm system which would be tied in to the switchboard We would make sure we really had a fire and the information would go to the Fire Department and they would know which unit to go to. Somebody uld be waiting for them there. In the next twelve nths we were going to install a new communi- tion system which would help.

We would get additional parking space if the gislature was good to us.

* * *

About The Pharmacy

Mike Craven, Pharmacy Director, was the speak- at the 12th Professional Disciplines and Services ientation attended by twenty-five employees on y 1.

The Pharmacy is under the direct supervision Mr. Williams. Dr. Salameh provides consulta- n. Caswell was the last of the eight State insti- tions to have a pharmacist. Now we have three armacists and four pharmacy technicians.

The purpose of the Pharmacy is to provide armaceutical services to implement and comply th State and Federal laws in handling the use drugs.

It provides a drug distribution system so that ugs are always available at the proper time and the right dose and form.

We are on individual prescription system—I.P.S. e pharmacy gets a direct copy of doctor's orders d the medicine is dispensed to the unit from this er.

The number of medication errors reported has creased greatly since we went to I.P.S. IPS re- ces the potential for pilferage on the part of ployees. IPS allows for accountability of each se.

The pharmacy must obey the laws and regula- ns of the N.C. Board of Pharmacy, the N.C. Drug mmission and the Drug Enforcement Admin- ration at the Federal level and register with em annually.

Maintenance prescriptions are refilled every weeks and in the Central Hospital every week.

On an average 5429 prescriptions are filled each nth on campus and 383 out-patient prescrip- ns. Thirty-nine drug station inspections are de each month.

The pharmacists attend team meetings. Thirty- r are scheduled for May.

They are on call after office hours.

They do monthly medical reviews with division rses.

They do cost accounting for purposes of docu- ntation for ICF.

The last yearly budget was $80,000; this year it l be higher.

Medicines bought can be used only for Caswell idents as drug companies sell at reduced rates large institutions on the understanding that ducts will be so used.

New products come to Caswell Center mainly consulting physicians.

The "Pharmacy and Therapeutics Committee" esponsible for screening drugs purchased and d for cost efficiency, ease of administration, l therapeutic effect.

About the Medical Department

Dr. Kamal Salameh, Assistant Director for Medical Services, was the speaker at the 13th Professional Disciplines and Services Orientation attended by thirty-five employees on May 15. He said that the objective of the Medical Department was to maintain and improve medical services. This involved preventive, diagnostic, curative, restorative, rehabilitative and ameliorative aspects.

The Medical Department gives primary care in the living units and in the Outpatient Clinic for ambulatory residents. The physicians and the nurses develop a health care plan for each resident. Periodic medication reviews are done. Consultation is provided to advocates, parents, the interdisciplinary teams, the community, and community physicians.

The physicians code diseases of residents; have syndrome identification, and autopsy conferences; serve on committees such as the Pharmacy Committee and the Infectious Diseases Committee; write letters to parents; fill in insurance forms; provide services to meet ICF standards; conduct medical evaluations on clients who are seen at the diagnostic and evaluation clinic.

The Medical Department provides services of a preventive nature such as T.B. skin tests and/or x-rays to all employees annually and this service and blood serology work to new employees. It does not treat illness or injuries but in situations that require immediate attention it is given. Gamma globin is provided for employees who have been exposed to infectious hepatitis.

Foster Grandparents are examined initially and annually.

Teaching and training is provided. The department is involved in orientation and inservice training. One physician gives lectures to students from East Carolina University and Lenoir Memorial Hospital and to Public Health Nurses.

There are at present only four physicians and one of these will be leaving soon. This is not enough to provide all the services needed. Dr. Salameh is attending physician in Division-I in addition to being an administrator. Dr. Harper is in charge of direct patient care.

Ms. Tisdale is the Director of Nurses. Ms. Seawell is the Assistant Director. Ms. Motsko is the nurse in charge of the Outpatient Clinic. Two LPN's and two health care technicians also work there. The nurses assist the physician in administering treatments and collecting data. They provide nursing care in the hospital and in the living units.

We have a Central Hospital which has all the ingredients that make up a small community hospital, for example EEG, EKG, a lab, x-rays, and a medical reference library which is available to staff members in any department for reference. Books may **not** be borrowed. Eleven head nurses, twelve LPN's, and twenty-three health care technicians work in the hospital. The first floor houses male patients and the second floor female. Within a week of admission all new residents are admitted to the hospital for a work-up.

Caswell has no transportation department so members of the hospital staff have to be removed from other duties to drive the ambulance or the station wagon.

Dorothea Dix Hospital in Raleigh is the unit for medical and surgical care for the Department of Mental Health and Mental Retardation. If the attending physician here thinks it necessary, cases are referred there. In emergencies we can use Lenoir Memorial Hospital. We have sent cases to Chapel Hill through the auspices of Dorothea Dix Hospital. We can use Eastern Carolina Hospital in Wilson.

If the medical department is unable to provide a particular service, it has access to areas that can provide it.

A variety of specialty clinics are held. A medical consultant in internal medicine comes once a week. Surgical and radiology clinics are held weekly. Every other week there is a dermatology clinic. Surgeons come from Dorothea Dix Hospital and a pathologist from Kinston. An ENT consultant visits regularly. The Medical Department has access to Urological and Neurological Services at Dorothea Dix Hospital, Psychiatric consultation is obtained from Cherry Hospital through Caswell Annex.

Ninety-one employees work in the Medical Department.

Among them are two physical therapists, two physical therapy assistants and seven physical therapy technicians. Ms. Nancy Sumrell is in charge of the Physical Therapy Department which is housed in Azalea cottage. Physical therapy here involves the administration of treatment by physical means to residents who are physically impaired in order to enable them to achieve their maximum level of physical performance. It is a medical service not a program. Physical therapists must work under the direction of a physician.

There is one occupational therapist, Miss Alice Hogan, in the Medical Department. The goal of occupational therapy is to assist residents to achieve the maximum level of independent functioning by mobilizing those capacities which remain after accidents, disease, or deformity. Occupational therapy has to do with daily living. Its aim is to help the resident to apply the newly restored functioning to the tasks of everyday life. Its motto is "Activity is Happiness".

A housewife might have an accident after which she could not use her hands. By physical means a physical therapist might teach her how partially to use them again. Then an occupational therapist might teach her how to cook with her impaired hands. She might design special equipment for the housewife's kitchen. Occupational therapy is **not** an educational or vocational service. Like physical therapy it is a health service.

Physical therapy and occupational therapy are important components of the Medical Department.

More About the Medical Department

At the 14th Professional Disciplines and Servi
Orientation attended by thirty employees,
Kamel Salameh continued to talk about medi
services.

In the laboratory in which a technologist, Ta
Williams, and a technician, Cherry Parks, w
performing such duties as preparing solutions,
ing tests, packaging specimens to go to other la
recording results and keeping statistics the
jective is to do the lab work required for
health of our residents. We perform more th
800 lab tests a month which is a very large nu
ber.

An order for lab tests is made by a physici
and completed by a nurse. The patient is broug
to the lab which is in the West Wing of the fi
floor of the Central Hospital by unit personnel w
help to hold the patient and who take him back
his unit. Sometimes when difficulties arise
lab workers go to the unit.

Emergency services are provided by Lenoir M
morial Hospital. Autopsies are done there. The
pathologists there are our consultants.

The X-Ray area is next to the lab. We h
one X-Ray Technician, Johnny Braxton, and
EEG and EKG Technician, Ann Howell, who
does x-ray work.

A physician gives an order for x-rays and
the x-ray film soon after it is made. The Radiol
Consultant reads the x-ray. We do at least
x-rays each month and more than that in win
In emergencies we use Lenoir Memorial Hospit

The EEG area is on the 2nd floor of the Cent
Hospital in the East Wing. The EKG machine
in the EEG area. The order for an EEG is made
a physician. The EEG technician calls the unit
makes an appointment. Usually the help of hea
care workers is needed to control the reside
The EEG is sent to a neurologist to be read.
resident is sent to the neurologist only when
is thought to be necessary.

Our technicians are licensed. We cannot tr
health care workers to become technicians.

The Medical Records Department is part
Medical Services. The Division of Mental Hea
and Mental Retardation uses the term medi
records to cover all records.

Three types of records are kept:

1) **Medical Records - Volume I** is the active fol
It includes current information needed for
care of the resident. It is blue. Filing is done
nursing personnel in units, hospital or clini
Volume II contains information from Doro
Dix Hospital or the Central Hospital that n
not be included in the current record. They
stored on the 2nd floor of the Central Hospi
2) **Program Records** - They are kept in the rec
clerk's office. Filing is done by the record cl
3) **Unit Folders** - They are kept in the reside
unit. Its content and format are determined
division personnel. They are not supposed
duplicate the other two. They are the work
folder for staff. They came about as the res

of an ICF Review Team visit.

We have a Medical Records Manager, Teri Fer- son, who is responsible for all the records. With :ee staff members, Sue Hart, Ruby Leuty, and tty Sanford, she works in the West Wing of the ministration Building. She is responsible for ality control over the division record clerks.

The Medical Records Department has the re- onsibility of maintaining an organized system of nplete records both medical and program. It eps a daily census on the book population and dates information daily. It assists staff to ob- n statistical information and keeps records of charged residents, transcribes all discharge nmaries of patients in the Central Hospital, and ordinates the ICF Utilization Review of all ICF idents and works with Staff Development Ser- es. Ms. Ferguson serves on several committees.

It must be strongly emphasized that N. C. Law uires consumers' records to be regarded as vileged information. An employee runs the risk dismissal or loss of license for a breach of con- entiality.

Confidentiality has two major aspects 1) Access records 2) Release of information.

Who has access to records? Staff or students olved in direct care of residents, clerical staff, l patients' advocates. People doing research o have been approved by the Research Commit- may have access. They have to sign a confi- ntiality form. Survey teams from other agencies . ICF Team, may have access. So may parents or ardians of residents. It is advisable that a social rker or other knowledgeable staff member uld explain the records to the last group. What uld be our guide in releasing information? We uld ask, "Will it serve the interest of the con- ner?"

When we send a resident to Dorothea Dix Hos- al we send the record because that hospital is t of the system. We do not send records to noir Memorial Hospital. We give only the infor- tion that is needed. We release information to sultants.

All other requests require authorization which uld be signed by the resident if capable or by legal guardian.

———o———

EVENTIDE

"An old age serene and bright, and lovely as a land Night," wrote a poet. One thought of this en one strolled into Dewey A unannounced one nmer afternoon.

Gathered around the piano several residents fully sang, "What a Friend We Have in Jesus", le Ms. Esther Jones played. Sam accompanied on his harmonica. Ms. Jones works in Parrott nd visits Dewey regularly to play. Certainly she ps the singers to make their old age bright.

Under a picture of colorful butterflies sat a wy-haired gentleman uninterested in the mu- but also undisturbed by it. He seemed serene.

When does old age begin? Few dare answer that stion. How are residents selected for Dewey A? What is the purpose of this special program for older residents? George Lapas, Director of Division A, explained it in this way.

"A couple of years ago some people saw a need for a unit for some of our older residents who are deteriorating physically. They may or may not be in poor health. Medical problems are not the main concern. These people need a special unit where the pace of life is consistent with their age needs —a slower pace. They need a less demanding environment and less pressure to perform."

Mr. Lapas was asked to come up with a proposal. The Resident Transfer Committee identified the residents who needed the program. Not all of Caswell's senior citizens fall into this category. Some of those are 65 and still able to work in the workshops and to stand the regular pace of campus life. People age at different rates. Residents came to Dewey A which is in Division A from Divisions A, B, H, I, and D.

On being asked about the aim of the program Mr. Lapas replied, "Our overall goal is to maintain as many of their self-help skills for as long as possible. And to make their twilight years as enjoyable as possible. Nothing is structured except the activities. Meals are served family-style in the unit. Residents go to chapel if they want to. They go on field trips. Nurses go with them just in case."

Does transfer to Dewey A mean that all idea of community placement has been given up?

"Placement is not ruled out. A nice old folks home would be perfect for some of them, but there would have to be something for them to do there. We wouldn't send them to a place where they just sat."

Do you have any problems?

"Some of our residents require a great deal of skilled nursing for which we are not set up. Dewey A is not a nursing home. Some have heart conditions. Some have bladder conditions. Some are incontinent. We are near the Central Hospital and some of the residents spend a lot of time there. We have behavior problems too."

"There is a proposal in the works for another specialized unit for older residents who require skilled nursing care. They'll be grouped four to a bedroom."

Mr. Lapas picked up his phone. "If you want to know about the programs you'd better speak to Jessie Collins, the supervisor. I'll see if it's convenient for you to go over to Dewey A to see her now."

The first thing one noticed on entering Dewey A was the row of hanging baskets on the room divider. They brightened the scene.

Ms. Collins explained that the unit had been opened on January 9th, 1978 and had the capacity for twenty-four residents. At present twenty-three lived there.

What type of programs do you have?

"We had music three days a week. A music therapy aide came. The residents selected the songs they sang. She's gone now. I expect we'll get somebody else," answered Ms. Collins.

"We had library classes for a while. Sam and Lewis who are blind like to listen to stories told on records. We have arts and crafts three days a week. We show the movies that are shown in the gym here in the building. Some of the residents just want to sit. We try to get them interested in things that will still let them use their fingers."

She produced an interest sheet which listed activities in which a worker might be able to interest a resident. Among them were sewing, weaving, dancing, shopping trips, Bingo, cards, and going out to lunch.

"I ordered a great big collage box. Some of them don't want to do anything but if you start working on a project you'll see a hand being stretched out to work with you. Over the years they've not had to do anything. We want them to do things for joy more than for the teaching process.

Sam and Lewis are in the Division A Harmonica Band.

Do they go outdoors?

"We take them for walks. Leona and Cecile walk over to Cartwright by themselves to see their old friends there.

We take Sam and Lewis to Parrott 2 to visit their old buddies and the staff they knew.

Thomas used to work on the farm. Every now and then he sees the cows and the chickens."

How large is the staff?

"We have twelve health care workers. Peggy Hammond, LPN, works in Cartwright and Dewey. We can call on Loretta Skeen, RN, when we need her. Marion Lacewell, the Social Worker, comes here and talks to the residents. We haven't really needed the psychologist much."

Ms. Collins said that it would be all right to visit the building to observe.

On one's first visit one heard the happy music. Browning's words, "Grow old along with me, the best is yet to be," seems to be true for this group already reported on.

Annie Bryant most graciously showed one around. In the ladies' bedroom the room dividers are pretty pink shelves on which sit a wonderful assortment of stuffed animals of many kinds and dolls.

Do the ladies like these?

"Yes they do," replied Ms. Bryant. "Some people say that it looks like a nursery but the residents love them." An eighty-six year old lady resting in bed clutching a big stuffed yellow rabbit corroborates her statement. Is it normal for old people to enjoy these childish things? Does it matter what the answer to that question is? Surely they have earned the right to select their own pleasures. There are no dolls or animals in the men's bedroom. The large bedrooms are partitioned so that the beds are in groups of three.

Ms. Bryant welcomed one on a second visit. Most of the residents were now watching television. Sitting beside her bed Cecile was doing her embroidery. Leona sat beside her.

"Pearl slept there," said Ms. Bryant pointing to a bed in the corner. "We all miss her."

One remembered that the line following "A old age serene and bright and lovely as a Laplar night" is "Shall lead her to her grave."

Death is normal. We must learn this. O thought of Clarence sitting under the picture of t butterflies and dimly recalled a poem about dea in which the poet speaks of the fact that just the crawling caterpillar cannot imagine the glori of flying as a butterfly that await him we cann imagine the glories that await us beyond this li

"And the evening and the morning were t first day." After eventide comes morning.

Annie Bryant, Christine Chambers, Jessie Co lins, Jasper Exum, Alma Griffin, Karen Hill, Bess Holmes, Wanda Howard, Hazel Phillips, Theln Pierce, Joe Toteno, Elaine Williams and Phill Williams, health care workers, have been charg with the great responsibility of making the la years the best years in the lives of twenty-fo residents.

———o———

REPORT FROM REHAB.

Vocational Rehabilitation believes in trainin

J. L. Herring, Facility Administrator, attend a training session in Alburn, Alabama in May Management Training. Stephen J. White, Adjus ment Services Supervisor, also recently attend a training session in Alburn, Alabama. It was the area of Adjustment Services. Following th sessions, we had staff from the Alburn Universi of Alabama to come up for a training session i volving all V.R. staff for two days in Work Adjus ment Services.

Two staff members, Frank Hall and Carol Winchester, attended the Institute For Crippl and Disabled in New York for a training session Micro Tower Vocational Evaluation System.

We would thank Diane Horn and Mike Mosel Caswell Center Advocates, who recently explain the Advocacy Program to us.

Our clients recently toured Seymore Johns Air Force Base. On Wednesday, June 28 they will going on a field trip to the Cliffs of the Neu They also recently attended a professional baseb game played by the Kinston Eagles and the Sale Pirates. Free passes were furnished by Domes Manufacturing Company, Kinston, N.C.

William Sharber recently received his 20 ye Service award from State Services.

Alice Sleep, one of our Training Instructors, f the V.R./Caswell Adult Activities Workshop will leaving us on June 30 to join her husband Texas. We wish her luck there.

———o———

NEWS IN BRIEF

Ninety residents and fifty staff members we to the Legislature Building on Mental Retardati Day, June 7. The residents hoped to give the le islators some first hand information about wh it is like to live in an institution but the legislat were preoccupied. Lacking second sight the org nizers of M.R. Day had made an unfortuna choice. June 7 was the day the "liquor by t drink" debate began.

.2
3/4

DEC 13 1978

North Carolina State Library
Raleigh

N.C.
Doc.

The CASWELL NEWS

"CASWELL CANNOT TAKE THE PLACE OF FAMILY RESPONSIBILITY, LOVE AND MORAL SUPPORT"

To Bonnie

Bonnie they called her long ago.
In hope
that she would be the village belle?
In faith
because God's gifts are beautiful?
In love
for she was theirs and therefore fair?

Who now can tell? But they chose well.
Bonnie
in snow-haired serenity greets
us all
from her wheelchair and cheers us on
our way.
A life-time in an institution
has no
whit dimmed her bright spirit's radiance.

October, 1978

Volume VLIII

Number 4

The Caswell News

Volume VLIII - No. 4 KINSTON, NORTH CAROLINA — OCTOBER, 1978 $1.00 per Ye

LEST WE FORGET

"That's cute," one observed looking at the plaque inscribed with "Murphy's Law" about things always going wrong hanging over the fireplace in the secretary's office in House 115.

"We had to put something there," she said. "Look, somebody who lived here had a big hole here for an electrical outlet." She pushed the plaque aside to display the hole.

Somebody who lived here. One remembered this room before it had been partitioned for offices. One saw again a cozy living room and a couple welcoming two strangers who had come to work at Caswell in 1961.

The Broomes were the first occupants. And this day, a bright September day, was Tom Broome's funeral. A time for remembering.

Many at Caswell cannot remember Mr. Broome for they never knew him as he retired ten years ago after forty-seven years of service at Caswell. Mrs. Broome too worked here for a while. Perhaps sometimes they may wonder how Broome Drive got its name.

His being here made a great difference to the residents although for most of the time he did not work directly with them. His job was in maintenance. In the years before he retired he supervised the maintenance department.

This department is very important for residents' welfare. Residents must have rooms that are neither too hot, nor too cold, properly lighted, and efficiently ventilated. They must have unstopped drains.

Mr. Broome was never too busy to repair watches and radios for residents.

In our present emphasis on programs we must not forget that residents need both programs and care. Those who gave them care for the past sixty-four years have provided a vital service.

And perhaps they provided more in the way of programs than we sometimes think. In talking to the editor of the Caswell News in 1961 Mr. Broome said he felt the program in the twenties and early thirties was very similar to what it was in 1961 but on a much smaller scale. There was a recreation program and for seventeen years Mr. Broome operated the film projector on Friday nights for the weekly movies. He also drove children on picnics and to the beach. There were monthly square dances in Central Building.

We are happy that programs have increased in strength throughout the years. As we work to establish even better programs let us not forget those who like Tom Broome have enriched the residents' lives throughout the years.

Published quarterly for the benefit of Caswell Cent
and for the information of the citizens of North Carolin
Director ....William T. Dillon, Ph.
Editor ....Jean I. C. Tabo
Circulation Manager ....Margaret Sulliv
Treasurer ....Evelyn Carlis

Among them are the people who helped found the Association for Retarded Citizens i this state. In September the Lenoir County AR celebrated its Silver Anniversary at a banquet. all began at Caswell in 1953. Miss Pearl L. Adkin came to work as a social worker. She spoke abou the parents' association in the institution whe she had worked in Connecticut. Dr. W. C. Byr Caswell Superintendent at that time, became in terested. The North Carolina Association Parents and Friends of Retarded Children whic was organized on a state-wide basis by Dr. Byr in March held its first state meeting in September 20th, 1953 in Raleigh.

Caswell has a history to be proud of. May it b an inspiration to us all.

———o———

LIMITED GUARDIANSHIP

"Turnbull and I didn't know this. You expert told us," said R. R. Reilly, Special Deputy, N. Attorney General's Office, to the thirty-thre Caswell employees who were attending a workshop in August at which he was the speaker. H was referring to the fact that retarded adult may need guardianship in some areas and not i others.

A retarded person may not have the ability t buy property but he may be able to spend hi weekly allowance.

In the past if, for example, a Caswell adul resident had a share in some property and th other people who had shares wanted to sell i and not give him any of the money a guardia had to be appointed for that resident to protec his interests. Before that could be done the resident had to be declared incompetent. This mean that the guardian had control over him in a areas.

To end this situation a new Limited Guardianship Law was passed in North Carolina. M Turnball and Mr. Reilly wrote this law. The purpose of the workshop was to give employees information about it.

This law is in keeping with the current philosophy of mental retardation which states tha retarded people should be offered the least restrictive alternative. They should be helped onl where they need help. To offer too much assistance is harmful. It prevents retarded peopl from learning to use the abilities they have.

SCANDINAVIAN VISIT

During the months of July and August I had
gratifying experience of being involved in a
dy abroad program in the Scandinavian coun-
es. Most of my time was spent in Denmark
ere I attended lectures by guest speakers,
ited schools, institutions, group homes, and
ltered workshops and gained a general under-
nding of their educational and social system.
the Scandinavian countries where socialism is
cticed, the ultimate goal of the social welfare
partment is for everyone to be equal. With this
l in mind much money is alloted for educa-
n of the handicapped. Application of the nor-
lization was evident. Normalization means
eptance of the mentally retarded with their
ndicap, and offering them the same conditions
are offered to other citizens, inclusive of treat-
nt, education and training adjusted to the
ndicapped person's individual need for the
pose of enabling him to develop optimally.

In comparing what is provided for the handi-
pped here in North Carolina with the services
re I make the following observations. They
ve: 1) Smaller ratios and groups of handi-
pped living together such as at the most—
lve residents to a unit in a large institution
profoundly and severely retarded. 2) More
up and family living conditions including
nerous half-way houses, group homes, apart-
nt living, and family group settings in the
titutions. 3) More coed living and coed activ-
s with males and females living in the same
ts with private rooms and males and females
ng in group homes and half-way houses to-
her. 4) More integration of the handicapped
the regular schools with necessary resource
chers provided.

All of the above seemed very prevalent in the
ndinavian countries. One word to describe all
living quarters that I visited would be "cozy".
as made more aware of age appropriate set-
gs and activities that we provide for our resi-
ts. The general feeling of acceptance of the
ndicapped was quite noticeable. The sheltered
kshops located in industrial areas emphasized
t they did not have any problems in obtaining
k contracts.

I truly hope that we can "push" toward pro-
ng more qualitative services, such as I viewed
he Scandinavian countries, right here at Cas-
l Center.

Melissa Lee
Unit Coordinator
Division-D

———o———

FACTS AND FIGURES

As of September 30, 1978, the total population
Caswell Center stands at 1189 (644 males, 545
ales). During the last quarter (July, August,
September) there were 12 admissions (8
es and 4 females). During the same quarter
re were 14 discharges (9 males and 5 females).

There was 1 death (1 female) during this
rter.

Seventeen applications (9 females and 8
es) were received during the past quarter.
lications on waiting list as of September 30,
3 were 16.

NEWS IN BRIEF

As always the summer has been a time of exodus. Residents have taken trips to such places as Nashville and Memphis as well as to places in this State. Many went to Camp Hardee. Some went camping. Fortunate residents visited their homes.

* * *

Division C/F has a new name and a new director. It is now Division J. The director is Mr. Tom Dougherty who came to Caswell as a psychologist in June.

* * *

Mini-Centers are sprouting. We have a Putt-Putt course and an Obstacle Course. The Transportation Center is being built up. The fire truck has come and the box car and boat are coming. It is hoped that the caboose and the airplane will come too. This play transportation center will give residents the chance to see various means of transportation. The vehicles will be stationary.

An Adaptive Recreation Center where people in wheelchairs can do special exercises is being planned.

These centers are part of the Therapeutic Recreation Program and are a joint effort of Recreation and Volunteer Services.

* * *

The Advisory Budget Commission, legislative staff, and other Raleigh officials visited on Thursday, October 5 and were given a very quick orientation to Caswell Center by Dr. Dillon, Mr. Williams and Mr. Aiken. Afterwards Dr. Dillon said, "Even with the short visit, I think that we can anticipate some favorable votes for new resources for Caswell Center in the upcoming legislative session."

* * *

On July 19 Dr. Sarah Morrow addressed the managers at Caswell. She stressed the importance of prevention. She also urged them not to allow themselves to be depressed by the present great amount of talk about the virtues of deinstitutionalization. She said there was a need for institutions.

* * *

One person on the Management Survey Team which visited Caswell in June said that Caswell was the best Center he had seen in the State. Direct care staff were seen by parents as warm caring employees who were very interested in the welfare of the residents. Social workers were praised very highly in their communication with parents and relatives. The Community and Eastern Regional Mental Health—Mental Retardation Agency personnel were most impressed with our Community Outreach Component.

* * *

Health Care Technicians now have to be certified. To do this they must pass a State test. The Health Care Technician Trainee Course has been changed to meet the requirements for this.

* * *

Early Fall brought all the fun of the Fair. The people in Pate did not have enough workers on the shift to push their non-ambulatory residents at the Fair. Volunteer Services produced eleven able-bodied students from Lenoir Community College and saved the day.

MORE ABOUT US

About Personal Services

Despite the fact that on the organizational chart given at the door to each of the thirty-eight employees who attended the 15th session of the Professional Disciplines and Services Orientation on June 15 a broken horizontal line connects the Personnel Officer to the Director of Caswell Center, Ray Respess, Personnel Officer, said, “We serve Dr. Dillon, you, and the employees of Caswell Center. Whatever Dr. Dillon wants, we attempt to provide the needed services.”

A broken horizontal line also connects the Caswell Personnel Office to the Institution Personnel Representative, Ivan Hill, who works with the institutions in the Eastern Region. An unbroken vertical line connects the Personnel Office to Institution Personnel Director, Eleanor Poole, who is responsible for Personnel in the Institutions and ARC units in the State Management Services and is Mr. Respees's supervisor.

Mr. Respess talked about the work done by all the staff members in his area except Ed Mitchell, Jr. who spoke for himself. Mary Franks, Clerk/Steno handles CETA applicants. Jim Hall, Personnel Technician, who recently took Jim Partin's place handles Recruitment and Employee/Employer Relations. We receive several hundreds of non-professional applications a month. “Caswell applicants consider it as one of the most desirable places to work at this side of you know where,” remarked Mr. Respess. It offers more opportunity and benefits than any other employer in this area except probably DuPont.

Mr. Hall does the initial interviewing of professional applicants. He works with the professional coordinators. We have to interview three applicants for every job if three are available. This is part of affirmative action.

CARS (Centralized Applicants Referral System) is about to go into operation. Applicants will be forwarded from Raleigh for certain jobs. The intention is to give more people more opportunities. Many professionals will probably come to us through this system.

Mr. Hall is also responsible for Employee-Employer Relations. The aim is to get employees back into the system so that they can go to their supervisors when they have a problem. If the supervisor is unable to resolve the employee's concern, then Mr. Hall will assist the employee in an effort to reach an equitable solution. Few cases reach the Raleigh level involving the State Personnel Commission.

Every agency and institution has to have an affirmative action plan. This is designed to help women and employees over fifty-five years of age as well as black and other minorities. Mike Moseley will process these matters as he has been appointed Equal Employee Opportunity Officer by Dr. Dillon.

Alma Wooten, Personnel Technician, handles Employee Benefits and Records Management. She deals with insurance policies and retirement options. She is responsible for making sure our legislative increases are done properly.

Grace White is responsible for employee enrollments and position control.

Judy Farmer who recently took Margaret Ba ley's place interviews non-professional applican and will process Workmen's Compensation claim

Catherine Ewell is a clerk/typist receptionis

Mr. Respess pointed out that in accordan with the provisions of the memorandum of Ur derstanding and Agreement between the Secr tary of the Department of Human Resources ar State Personnel Director decision making autho ity had been delegated. This was important b cause it gave people answers more quickly. I for example, a person applied for any job it cou be decided here at what step of the salary grad he would begin. If an employee was given mo duties and responsibilities his job could be u graded here. Of course, this depended on th much money being available. Money was the ke to promotions, restructuring positions and man things.

Ed Mitchell said that he was the positio Management person at Caswell. As such he responsible for studying new and existing pos tions recommending policies. Position manage ment is the job of managers and supervisors. M Mitchell assists them.

Why do we classify jobs? It aids top manage ment in budget planning. It means equal pay fo equal work. When a vacancy occurs a manage can turn to the classification system and se what type of skills is needed to fill the position.

In classifying positions the type and variet of duties are looked at. People are paid for th work, not for qualifications. If a holder of a Ph D. degree were to work as a health care techni cian he would be paid as such.

In fixing pay for jobs the labor market i studied and a comparative study of salaries pai in private industry is made. Legislative increase affect pay.

There are 1600 job classifications in the stat system. There are 17 State Departments of whic the Department of Human Resources is the lar gest. There is one personnl worker for every 21 other employees. We have 1475 positions at Cas well.

In conclusion Mr. Respess urged managers t keep Mr. Mitchell informed about changes in th work done by employees, in order that he coul classify their jobs appropriately.

* * *

Staff Development Services

As each participant registered at the 16t session of the Professional Disciplines and Ser vices Orientation on July 17th he or she was give a card with a number on it and an illustrate booklet about our Staff Development Polic Twenty-seven employees including seven student in the Health Care Technician Trainee Cours attended.

LeRoy Batts, Assistant Director for Staf Development, promised that the audience woul not be able to go to sleep. He said, “I will no stand up here like so many others and say, ‘He look at me. I'm doing this for the first time These people have got to get attention. I can' say that in 1974 for the first time staff trainin started.”

He stated that there had been some type of taff training here right from the opening of the nstitution in 1914. The first formal training was iven in the fifties when a psychologist taught ttendants courses on "Mental Retardation" and Abnormal Behavior."

In the early sixties a cottage life supervisor aught American Red Cross First Aid to health are staff. A registered nurse taught Red Cross ome Nursing.

In 1966 we obtained a Hospital Inservice raining Grant and so the Inservice Training epartment was born. It then consisted of an .N. and a typist. In September 1966 an LPN was dded. In 1968 the state took over the funding f this department and the position of Nursing ducation Director was established.

When in the Fall of 1976 Caswell Center was eorganized a support service area called "Staff evelopment Services" was organized. "Incredly", said Mr. Batts, "We have one less worker ow than we had at that time while other areas ave grown."

Mr. Batts explained that Staff Development eceived instructions from the Director of Caswell enter. It was tied in to the Division of Mental ealth/Mental Retardation Services of which Ms. auline Woods was the Training Officer. It obained considerable services from the Regional ffice. Jim Savage was the Director of the Traing Department of the Department of Human esources.

Staff Development here was guided and diected by various mandates from the State and ederal level. About a year ago the Medication dministration Course was mandated. A recent andate has been received for a standardized ealth Care Training Course.

An Advisory Committee composed of division irectors and other managers met monthly, to uide Staff Development. Various committees had een appointed.

"Staff Development," emphasized Mr. Batts, s a management responsibility. We are a service rea to management. Training requests come to s in writing from management."

He said that one activity was carried on that closely related to Community Outreach. Weekly nd monthly articles on programs at Caswell ere sent to local newspapers.

He then explained his sleep prevention techique. Each person was to go to the station with e number on his card. There were four stations nd people were to spend ten minutes in each arning about the work that went on in the four eas of Staff Development Services.

Station #1 dealt with Staff Development for ealth Care staff and was manned by Virginia erry, Iris Jackson, Janet Roberts and Essie arwick. Sheets of newsprint explaining the folwing activities were displayed on the walls. The ealth Care Technician Trainee Course (224 ours) is mandated for all health care technians within six months of employment for the rpose of equipping them with the knowledge nd skills needed to provide comprehensive care r the residents efficiently and effectively. This followed by the Health Care Series in which the ealth care workers take courses in "Teaching a Task," (11 hours) "Group Participation" (40 hours) and "Introduction to Behavior Modification" (14 hours). Certificates are given to successful paricipants at the end of the Health Care Series.

"The Health Care Technician-II Course," "Medical Terminology" and "Special Modules" are offered when requested.

The DMH/MR Medication Course (40 classroom hours plus clinical work/practice under an R.N. in the work area—approximately 80 hours) is mandated for LPN's and for health care workers selected to give medications. Those who pass a state written exam and a clinical practice exam are certified by DHM/MR to administer medications.

The Educational Leave/Tuition Refund Policy states that people must apply through their supervisors and directors at least 30 days before the leave is needed.

Station #2 dealt with Staff Development for support services personnel and was manned by Leon Prater who had a display of material relating to the work he coordinates or conducts in New Employee Orientation, PIT Training, the Employee Assistance Program, a Correspondence Course for Food Services personnel and North Carolina OSHA for general industry.

Mr. Prater stated that with Captain Baysden, Fire Marshal for Kinston, he was organizing a Fire Safety Program. He displayed the opaque projector as an example of the audiovisual material available in Staff Development and explained how and by whom this material could be used.

Station #3 dealt with Staff Development for Professional Staff and was manned by Jean Tabory who asked the participants certain questions and hoped for answers. She reminded the audience that requests for training for professional workers must be made in writing by the coordinators to the Assistant Director for Staff Development.

She explained that the staff newsletter, "Words of Work," is a tool of management. Its purpose is to inform staff members about a) what is happening at Caswell b) what new ideas are being promulgated in the field of mental retardation and 3) what outstanding contributions are being made by staff to help management to provide better services for residents. The quarterly magazine "The Caswell News" is published for the benefit of Caswell Center and for the information of the citizens of North Carolina.

Station #4 dealt with Personnel Training Records maintenance and was manned by Margaret Stafford and Marlene Aldridge. The keeping of training records was discussed and samples of records were displayed. The audience was informed that 120 copies of the "Monthly Activity Calendar" are distributed monthly and 90 copies of the "Daily Bulletin" daily. Quarterly reports are prepared for the DMH/MR Services, Training and Education Consultant. Training in "Use and Maintenance of Duplicating Equipment" is offered to clerical staff.

Leaflets on Library Loans and the procedures for obtaining the use of classroom space were distributed.

TRY ANOTHER WAY

Legend has it that while Robert the Bruce, rightful King of Scotland, was trying to establish his kingdom in the face of opposition from Edward, King of England, he found himself a fugitive in a cave in Ayrshire. Deeply discouraged he was tempted to give up the struggle for freedom. Then he happened to see a spider weaving a web. Every time that spider failed it tried again until its web was complete. Bruce decided to fight on and in the end he won the kingdom.

"Try Again." It's a good slogan. Marc Gold, a renowned educator in the field of special education, has a better one, "Try Another Way." That is the title of a series of films he has made on the subject of Task Analysis which is his method of training retarded people.

Two hundred and sixty-seven Caswell employees and four interested citizens viewed this film series in August. Will that make any difference to our residents?

It will. It is true that nobody can remember all that is shown on seven films seen at one sitting but the message came through loudly and clearly. Retarded people can learn. Of course we all believe that but it's not easy to teach them and sometimes we become discouraged. Marc Gold's films encouraged us.

They did more than that. They showed us his method in action. And it worked. We saw two young women being taught to assemble an electrical circuit board. For one the task had to be broken down into twelve steps for the other who was handicapped it had to be broken down into eighty-four steps. The point was that both learned. The end result was the same for both.

Marc Gold has great respect for retarded people. He sees them as human beings capable of learning. The relationship between trainer and learner can be one of respect and dignity. He has respect for the trainers too. They are not people who merely follow rules laid down by technology. They must use their judgment to provide rules for using the rules.

"Try Another Way." It's a provocative title. It could be used in other areas as well as teaching. "Try Another Way." What about our way of sending retarded children and adults to be trained in institutions? Could we not "Try Another Way?" We could set up community facilities in every county. Eastern North Carolina could be a leader in this better way.

———o———

FOR PARENTS AND SKEPTICS

We recommend "As Close As Possible" to parents because it gives an unbiased view of community residences for retarded adults and to skeptics because the research reported here will convince every honest specimen of the breed that there is something to be said for community living for many adult retarded people.

The book was written by Bruce L. Baker, Professor, Department of Psychology, University of California, Los Angeles, Gary B. Seltzer, Program in Clinical Psychology and Public Practice, Harvard University and Marsha Mailick Seltzer, Florence Hella Graduate School for Advanced Studies in Social Welfare, Brandeis University. It was published in 1977 by Little, Brown and Company.

Small group homes, large group homes, group homes for older adults, foster homes, sheltered villages, semi-independent apartments, workshop dormitories, community preparation programs, and comprehensive systems were visited and reported on. Residents were interviewed. Philosophies, staffing patterns, and financial arrangements were discussed.

The book, of course, mentions normalization but it also quotes arguments of some organizers of sheltered villages against normalization.

"Indeed such programs appear to be quite at odds with the principle of normalization and its expectations for integration. And villages react differently to this. Some specially religious communities square off to meet the challenge of this rhetoric by questioning whether coping with the noise, chaos, loneliness of our cities, and the prejudices of society is really the only 'good life'. Instead they argue for bringing a sense of community to the retarded and this value is a salient guide to program decisions."

The authors show a sensitive understanding of why some parents object to community placement.

A very powerful form of opposition comes from parents of retarded people, usually parents whose adult sons and daughters live in institutions. This opposition is directed less at a particular community residence than at the State's plan to develop community residences in general. These parents typically argue that a community residence cannot offer the wide range of services provided by a State institution and, in particular the protection and security of the institutional programs.

This stance can be better understood by examining the parents' histories of dealing with professionals. Years ago they followed the advice of their pediatricians and others who told them to institutionalize their children. Over the years they remained active in the parents' groups associated with the institutions, doing what they could to improve the services delivered to residents there. Over time they adjusted psychologically to their decision to remove their child from the family and community.

To reduce this dissonance between wanting to "do right by" the child and the realities of institutional existence, they quite naturally came to see more benefits to the institution than others did. To be confronted now with a reversal in professional opinion—that the institution is not even a safe place to live, much less a therapeutic environment—puts these parents in a very difficult position."

They mention a statistic that should help to persuade parents to think about community placement viz. 70% of the residents they interviewed said they had wanted to leave the institution.

"I didn't like it there. It's an awful place. It's hard when you're put away."

"You'd want to leave if you were there for forty-five years."

Being fair they quote also from the residents ho said they were dissatisfied with community lacement. The most common cause of dissatis- action was a sense of being persuaded to move.

"I go anywhere they take me. I don't really ave much choice—whether State school or here –no real choice."

The last chapter gives some very helpful ad- ice to parents on how to choose a community esidence. This takes the form of thirteen specific uestions to ask.

The book persuades by means of reasoned tatements. There are no polemics.

If you are the parent of a retarded adult, or person who does not believe that handicapped eople can survive, to say nothing of being able flourish, in the community or just a citizen ho would like to learn more about community lacements read this book.

The most dramatic success story is that of a hysically handicapped woman who now lives n an apartment with three other women after pending all her life up to the age of seventy-two n a State institution. When the placement coun- elor asked her why she wanted to leave the stitution where all her friends were she replied, You probably don't understand this, but I've ot to see what it's like on the outside before die."

A final quotation: "Even in the best of insti- utions residents would find few persons eager to hange places with them for even a day".

Do you agree?

———o———

PILOT PROGRAM IN CENTRAL EDUCATION

One could argue at length, as many philos- phers have done, about whether education is eparation, participation, or recapitulation but e won't. It is enough to say that the aim of the vo pre-community classes at present taught by rs. Jodie Britton is preparation. Preparation for tendance in public schools to be specific.

This is a pilot program and changes will be ade as needed. One of the changes will be that rs. Britton won't be the teacher. She is con- ucting the classes until a teacher is hired in E.S.E.A. position. An aide will also be hired.

When these people arrive Mrs. Britton will be le to return to her own work. She is Educa- onal Liaison teacher and it was because of what e learned last year as she travelled in the stern counties which Caswell serves planning r residents to return to community schools and eping an eye on those who have returned that is pilot program was planned.

Children go to school. This is a fact of life in vilized countries. It's the normal thing to do. hen we are planning to discharge children om Caswell we must find a place in school for em in the place where they are going to live. hat is the Education Liaison person's business. e is the important link between the institu- on and the public schools.

Mrs. Britton found that many teachers were very ignorant concerning the nature of children in institutions. When told that a former Caswell resident might be coming to their classes some held up their hands in horror as though they were being asked to admit a creature from another world. Mrs. Britton, of course, tried to allay their fears by painting a true picture of the situation.

Communication is a two-way street. Some of the public school teachers who have former residents in their classes pinpointed a denormalizing practice at Caswell. "Children here have to stay in school for hours. Classes at Caswell are very short. When the children come here they get restless after a while."

Mrs. Britton listened and brought back the message. The pre-community placement classes last for three hours. There is a morning class and an afternoon class. They meet in a big bright classroom in the Barnes Development Center.

Another denormalizing factor noticed by some public school teacher was that classes in the institutions are very small. The pre-community placement classes have eleven in each class and could take more.

The students are aged from eight to seventeen. This is Phase-I of the program. Classes began on September 22nd. When Phase-II is in operation there will be students aged eighteen to twenty-one. Phase-III is also being planned. It involves the sheltered workshop. Students from the community may come there.

Students are referred by the interdisciplinary division teams. Only those thought likely to be ready for community placement within two years are recommended.

In addition to three hours in regular class, students attend classes in Home Economics, Library, Music, Art, and Physical Education. Morning students attend these in the afternoon and vice versa. Some go to speech therapy, some to physical therapy and some to an intensive reading program. These activities are based on need. For every student there is an IEP (Individual Education Plan). This is a state law for all exceptional children.

Mrs. Britton welcomes visitors. Students paid no undue attention to this writer when she visited the morning class. They were too absorbed in their work. First Mrs. Britton called the roll. She has discovered that this is not something that can be taken for granted. Residents at Caswell have to learn to respond to their names.

Then came class activity. Before going to public school Caswell students have to learn that they cannot always work with their teachers on a one to one basis. They must be weaned from the need for perpetual individual attention.

Mrs. Britton threw magic markers on the floor. The class counted them. She removed some. More counting. Then they named colors. Everybody paid close attention except for one little boy. This was his first day in class. He had had several temper tantrums before lessons began but now he was quiet. He wandered around. Nobody paid him any attention.

The class divided into groups. Each student took his folder from a box and quietly set to work. Some traced geometric figures. Some printed their names.

Mrs. Britton worked with the new boy. He matched shapes into spaces in boards. Every time he succeeded which was often the teacher praised him. “He didn't do this when I tested him,” she said, “Probably didn't want to.”

After a while she left him to see what the others were doing. “This is where an aide would be useful,” she remarked.

The boy continued to work pausing from time to time to turn and examine himself in a mirror behind him. His face seemed to interest him but he didn't smile.

The other students were so attentive to their work (who said retarded children have short attention spans?) that most of them simply ignored the visitor as she peered over their shoulders. One girl made a comment. “We went to McDonald's today for breakfast. I had Egg Mcmuffin.” She spoke very clearly. A boy asked, “What are you going to do for Thanksgiving? I'm going to go home and eat Turkey and dressing and drink tea.”

Now it was break time. Students spend twenty minutes in the classroom choosing their own activities. Some drew. One turned on the record player. Several danced. One played with a wire toy called slinky. Only one student left the room to go to the bathroom and he was soon back again.

A boy spilled some sequins, fetched a broom, and most efficiently swept them up. A quiet boy approached Mrs. Britton, displaying a rectangle he had drawn. “Look, I've drawn a box.” She praised him and pointed to a shape above. “What's that?” “That's something else,” he quietly replied.

The teacher quickly outlined bats on black paper. “Come back next week and see our Halloween mobile. They are going to cut these out.”

“Do you know what is going to happen next month?” asked a voice. “Thanksgiving and I'm going to go home and eat Turkey and dressing and drink tea.”

“Let's think about Halloween this month. It comes before Thanksgiving.” Mrs. Britton explained that last year she had taken a group of students out in the area where she lives to “trick or treat”. It was the first time in their lives they had done this and they had been fascinated.

A student asked if he could use the training telephones. Mrs. Britton told him that they were going to use them after break. They were also going to see a film strip about Halloween.

Not wanting to take up any more of the teacher's time, the visitor prepared to depart. First she took another look around the room observing the sleeping hamster, the pictures, the list of places such as Tryon Palace, the dog pound, and the State Capitol the students had visited and the list of names with little happy faces beside them.

“What is the significance of the faces?” “W
ran out of stars. It's easier to draw faces. They g
one when they work well and behave well in clas
A person has to have ten to be allowed to go t
the State Fair.” This token economy seems to wor
well judging by the places the class has visited.

The aim of the pre-community classes is pre
aration for going to public school but the residen
are certainly getting many benefits from partic
pation. It's good to know that Mrs. Britton will sti
be involved with the class when the new teache
and the aide come. One of her duties will be t
attend team meetings on the students. She wi
spend time with the class when her liaison dutie
leave her any. At least twelve ex-residents i
schools scattered throughout the eastern countie
have to be visited every month. Mrs. Britton kee
in touch with them during trial placements whic
is the time between their leaving Caswell and the
discharge.

Before residents can go to school in the com
munity social workers have to find a place f
them to stay. Some return to their homes. Othe
go elsewhere.

Last year three boys for whom homes coul
not be found attended special education in Kin
ton High School. One was in the class for edu
cable students and two in the trainable class. On
of the latter has now left Caswell.

Much good came of this association with Kin
ton High. Ten residents aged up to sixteen an
having IQ's between 25 and 50 (i.e. trainable) we
able to go to a summer camp from 9 a.m. till 2:
p.m. every day for six weeks this summer. The
a full-time teacher maintained their academ
skills and they took part in Music Therapy, Ar
and Crafts, Home Economics, Story Telling, Re
reation, and Music and Dancing. They delighte
in the last. The camp was directed by Mr. Bi
Harrison, teacher of the Trainable Class at Kin
ton High. In exchange for the ten places Caswe
teachers taught Home Economics, Music, and Sto
Telling for a few hours each week.

This interaction with public schools is ve
promising. We remember that at the beginning
the seventies integration of retarded people in
the community was one of the goals talked of
experts. Now as the seventies draw to a close the
are signs that we may be gradually achieving th

———o———

REPORT FROM REHAB

The V. R. Facility is proud to announce tha
Mrs. Laura Dale Powell has joined the staff a
the Community Living Skills Instructor. She i
employed by Lenoir Community College.

The staff and students are happy to be bac
in their training and adjustment areas. The
are enjoying the newly installed central air con
ditioning system in their areas.

Mr. Kenneth Carlyle has been nominated “In
structor of the Year” by the V. R. Facility. Elec
tion will take place at the Instructors' Divisio
meeting at the North Carolina Rehabilitatio
Association Conference to be held in Fayettevill
N.C. on October 25th, 26th and 27th.

On October 19, 1978 the V. R. clients and sta
attended the State Fair in Raleigh.

H. K. Williams

NORTH CAROLINA STATE LIBRARY
RALEIGH

N. C.
Doc.

FEB 21 1979

The
CASWELL NEWS

"CASWELL CANNOT TAKE THE PLACE OF FAMILY RESPONSIBILITY, LOVE AND MORAL SUPPORT"

"It takes a very special
kind of person to work here,"
said one of the speakers
at Orientation,
and I pricked up my ears
for one likes to know
how one is special.

"You learn to accept the fact
that often you don't see results,
she said, "but when you do
it's like opening something
under the Christmas tree,
something exciting."

Or a small flower growing
softly in desert sands
hidden, fragile and
richly beautiful.
Patience then glory.

January, 1979

Volume XLIV

Number 1

The Caswell News

Volume VLIV - No. 1 - Kinston, North Carolina JANUARY, 1979 $1.00 Per Yea

Published quarterly for the benefit of Caswell Center and for the information of the citizens of North Carolina.
Director ....William T. Dillon, Ph.D.
Editor ....Jean I. C. Tabory
Circulation Manager ....Margaret Sullivan
Treasurer ....Evelyn Carlisle

WHAT IS CHRISTMAS ALL ABOUT?

"After Scrooge's dream he realizes what Christmas is all about and he wants everybody to have a Very Merry Christmas," said the narrator while some residents from Division J acted a scene from "A Christmas Carol" during the Annual Christmas Program, "Scenes From Christmas" on December 20th.

Does anybody ever realize what Christmas is all about? It has so many meanings that we can never understand them all. But the search provides endless fascination. And opportunities for growth.

Every year the Christmas program here at Caswell has much to teach us. In 1978 Division G. came first with a joyous calypso. "Joyous news we have to tell," rang through the building. Division E followed. The familiar words "I bring you good tidings of great joy, which shall be to all people," were heard as we looked at the manger and the angels and the people who visited the baby Jesus.

The good news is for everybody. And everybody is taking part in this program.

Unlike Mr. Scrooge we are not haunted by the Ghost of Christmas Past. Christmas was always celebrated at Caswell with parties and presents and good cheer. Moreover beautiful Christmas programs were presented. The more severely retarded residents were not able to take part in these as we did not have enough staff to train them.

Fortunately now everybody can participate. A division director leaps out of a package (a laundry basket) bearing a banner with the word "Noel". A physically handicapped adult resident with a severe speech impediment reads a paraphrase he himself composed of the biblical Christmas Story in Division I's part of the program. A resident with a very clear voice recites jolly rhymes in Division B's "Disco Christmas". In Division A's "Santa's Workshop" residents in wheelchairs cross the stage but by wondrous alchemy the wheelchairs are now a toy train.

Division D's program is a skit on the theme of "Mama Kissing Santa Claus." And of course he must be involved in our Christmas celebrations And kissing too, for Christmas is a friendly tim "The Lonesome Christmas Tree", Division H' contribution, strikes a wistful note. But of cours the good news is for the lonely too.

And for the mentally retarded. Especially fo mentally retarded people, and old people, an poor people and all the people whom we rejec because we think that they are not making a adequate economic contribution to society.

The meaning of Christmas is that all huma life is sacred. "The Word became flesh and dwel among us." Every human being is of infinit worth.

Are retarded people human? No doubt thi question surprises you. We no longer regard retarded people as subhuman organisms. We vie with horror Martin Luther's suggestion that a retarded boy should be thrown into the Molda Rive because he was a changeling, merely a mass o flesh, without a soul. We take less interest i souls nowadays.

But as recently as 1977 as is reported in Mental Retardation, December 1978 by S. A. Walmsle a committee established by the Anglican Churc in Canada presented a report entitled "Considerations Concerning the Passage from Life to Death" to its general synod. Influenced by the writing of Martin Buber the learned members of thi committee came to some alarming conclusions.

"The capability of man to relate to himself with his neighbors, and with God encapsulate all the minimal criteria set down by theologian and scientists alike. It would follow, therefore that without any of these minimal criteria actua or potential, a living body is not human".

Their attitude toward severely defective persons is made clear in these words.

"The severely defective new born infant whic has no chance of gaining a modicum of spiritua or intellectual life deserves special consideration The medical attendants may hope that the infan will contract some infection which, without treatment, will cause death, but if such a mercifu outcome does not occur, the parents and societ may acquire a sad burden for 20 or 30 years — "

"An infant with severe neurological defect may not be 'human' as defined earlier in thi paper and it is a fundamental error to treat it a human. It is natural to trust what we see rathe than what we know from the evidence of experiences and medical science. We see that the creature looks like a human being and was born o woman, though we know that it cannot possibl develop 'humanhood'. Our eyes carry the day and we treat the creature not only in a humane way but as if it were human."

The Synod did not accept this chilling report ut it received considerable positive public reacion and support.

The Reverend S. A. Walmsley quotes other intances of what he views as a definite trend of hange in our society which involves the developnent of an evaluation regarding humanness.

A professor of Medical Ethics in the School of Iedicine in Toronto stated in a documentary film roduced in 1976 that he felt that an IQ of 40 is he cut off for humanness and that certainly anyne with an IQ of 30 or less is, for all intents and urposes, sub-human.

An English newspaper in 1977 reported that here are people in Britain who believe that old ge is virtually a crime against society. They sugest that when a person, due to age, is no longer productive member of society, he or she should e prepared to loose his or her hold on life for the rell being of society.

Mr. Walmsley warns us that before we laugh ff these suggestions as madness we should renember that they are coming not from the lunaic fringe, but from economists, sociologists, physiians and theologians. He adds that politicians ave not yet entered the fray because it is not et expedient for them to do so but if enough eople hold these views they will and then we ould have an era when those who are a burden o society would be encouraged to die.

"I am convinced that we stand at a danger oint. We are becoming engrossed in so many etty issues that we are not aware of an ethical everse taking place in our thinking society, the nagnitude of which boggles the imagination" rites Mr. Walmsley. He reminds us that it has een written "The Price of Liberty is eternal igilance" and urges AAMD to take this maxim to eart.

The message of Christmas is the antidote to nis type of thinking. Let's remember it every day nroughout this New Year.

———o———

Facts and Figures

As of December 31, 1978, the total population t Caswell Center stands at 1176 (640 males and 36 females). During the last quarter (October, ovember and December) there were 7 admissions 5 males and 2 females). During the same quarter nere were 16 discharges (7 males and 9 females).

There were 4 deaths (2 males and 2 females) uring this quarter.

Thirteen applications (10 males and 3 females) ere received during the past quarter. There ere 15 applications on the waiting list as of Dember 31, 1978.

———o———

Vocational Rehabilitation Facility News

Our V. R. students came back to the Facility eady and eager to work after a long vacation for hristmas and New Year's from December 21 to anuary 3.

Bids were let in December for construction to e done at the V. R. Facility. This construction ill be done for the removal of architectural barers thus providing better access and egress for hysically handicapped clients.

We hope that everyone will have a very proserous new year.

H. K. Williams

THANKSGIVING

This was a happy time at Caswell. Many residents joyfully left the institution to join their families for the holiday.

This was a sad time at Caswell. Many residents saw their more fortunate friends leaving while they had to stay here because they have no families to welcome them.

Many forgotten people in America do not sit down to family feasts at national holidays.

Thanksgiving. Not thanks saying. We can give thanks by doing something to change conditions that need to be changed.

We can be very thankful that things are changing for the better for retarded children and adults.

Thirteen nationally known experts were recently asked to make predictions about residential services for retarded people during the next twenty years. Most were optimistic.

They believe that large institutions of more than 500 residents (Caswell has 1200) will have been phased out by the end of the century. The institutions that remain will be for no more than 150 residents and more than 50% of admissions to them will be for less than one year by 1983. By 1985 living units in all institutions will have less than 20 residents.

By 1985 at least 90% of residents in institutions will be severely or profoundly retarded. By 1988 the number of infants who would ultimately require institutional services will be reduced by one-half due to decline in birth rates and interruptions of high risk pregnancies.

Many retarded people will live in group homes. The experts are not too happy about this. Group homes are preferable to institutions but foster homes are better for children. Better still would be life in their own homes with governmental assistance.

Thanksgiving is the great American family holiday. Let's hope that the experts are right and that in the future more people will celebrate it with their families.

———o———

ATTITUDES

Dental Assistants' week was celebrated in October. "What of it?" you may say. "It's always somebody's week nowadays." Perhaps that's a good idea for it reminds us that we are dependent on many people to maintain society.

Dental Assistants are not dentists. They are not dental hygienists. But they make just as valuable a contribution to dental health. They help dentists to work efficiently.

Do we give enough respect to those who make their contributions as assistants to dentists, psychologists, teachers, social workers — yes and to plumbers and electricians too? Or do we think less of them because they earn less?

These are important questions and they relate to our attitude towards mentally retarded people. With proper education and vocational training most mildly retarded adults can work to support themselves. But they usually work in jobs which pay low wages. Are they therefore less valuable citizens? Surely we cannot measure the worth of a person in dollars.

Dental Assistants' week gives rise to another thought. We have two dental assistants here, Mesdames Cindy Clark and Eva Williams, and they do very important work. Many of our residents are severely and profoundly retarded and it is not easy to work on their teeth. It is a skill that must be learned.

Some experts in mental retardation believe that it is a skill that ought to be learned by dentists, dental hygientists and dental assistants in the community. Retarded children and adults like other people need dental services from time to time. Why should they have to go to institutions to find them?

———o———

WHAT IS A PROGRAM?

"That was a fine parade," said an administrator in the business area. "I'm sure it did the residents more good to be outside like that than going to classes. Not that I'm against programs but we need more of this sort of thing."

He was referring to the Halloween Parade which took place on the afternoon of October 31st. Almost all residents and staff participated. We had characters of all kinds from ugly witches to pretty gypsies and from dark devils to a bright Santa Claus.

A hearse containing a division director aroused interest.

Bands from South Lenoir School and D. H. Conley School in Greenville enlivened the proceedings. We thank them.

After the parade refreshments were served outside the recreation building and then the residents went trick or treating in selected living units.

Everybody had a good time. Halloween is fun and the normal thing is to enjoy it. The administrator was right in believing that the parade was good for residents but wrong in contrasting it with programs. It was a program. It helped the residents to participate in the normal rhythm of the year.

Programs don't all take place in classrooms. In late October twelve men and the girl friend of one of them flew to Disney World for four days. Eleven went in wheelchairs. One, the youngest aged twenty, can walk. He is blind. The oldest is fifty-five.

These men know they cannot leave Caswell. There are no group homes for non-ambulatory people in Eastern North Carolina. Getting away from the institution is high adventure for them and they meet weekly throughout the year planning their annual trip and other activities. This was their second vacation. Last year they went to Washington, D. C.

Two staff members obtained information for them but the men chose their destination and their mode of transportation. With help from staff they raised the money for the excursion by means of a bake sale, a yard sale, a fish stew, a chicken fry and barbecue plates. Mrs. Georgia Wertman, Caswell Chairman of N.C. Federated Women's Club raised eight hundred dollars from clubs and church groups.

Asked what he liked best, Abe, the oldest traveler, replied, "I liked it all."

Victor, who had not spent a night away from Caswell since his admission until he went to Washington last year met a niece for the first time in his life this year. His sister who lives in Jacksonville, Florida could not meet him because she had had an accident but she arranged for her daughter to do so. Victor now keeps a picture of himself, his niece, her husband, and two young sons beside his feet in his wheelchair.

Programs are the thing. Nobody comes to Caswell just for custodial care now. If a resident comes to us you may be sure that he or she will participate in a variety of programs.

We are happy about that but we would be even happier if programs were provided in the community so that nobody had to come to an institution.

———o———

SOME THOUGHTS OF A BEHAVIORAL PSYCHOLOGIST

What do psychologists do? What kind of creatures are they? What do they "think" about others? What do they think of themselves?

Well, I can only speak for myself and maybe for a few others who call themselves "Behaviorists." The behaviorists believe that all human behavior is lawful and its causes can be studied through the methods of science. The behaviorists think small—they prefer to look at specific and clearly observable behaviors, such as "cursing," "crying," "hitting," "talking with peers," "naming objects," "breaking windows," 'biting one's own arm," etc., instead of trying to understand "strength of personality," "power of the superego," "purity of heart," or "meanness of the spirit."

The behaviorists think that there is no fundamental difference between "normal" and "abnormal" behavior and that both are governed by the same laws of learning. By the same token human behavior is not fundamentally different from the behavior of other animals and many laws of learning can be discovered from the experimental analysis of animal behavior.

The behaviorists see much more gain in searching for the causes of a person's behavior in his present day-to-day environment (his physical surroundings and his interactions with the people around him) than in turning to things such as a "fouled-up condition of the brain," a single unusual experience of early childhood or a full moon. Such tempting, mysterious explanations of behavior serve as "pacifiers"—good for those whose curiosity about human nature is only skin-deep. A good question to ask is—under what situations does a particular behavior occur and what happens as a consequence of that behavior?

The behaviorists are not mind-readers. They do not have a magician's eye to comprehend everyone's personality. They believe that the understanding of human behavior is a painstaking and laborious process requiring careful observation of several instances of a given behavior, manipulation of different factors influencing behavior, one at a time,, and remeasurement of be-vior. The aim is, thereby, to work toward the adual unfolding of laws of behavior. It is a renuous task challenging the energies of those ho want to learn, but at the same time, promis- g solid gains in return.

The behaviorists also put greater emphasis on aining than on testing. The tests are often mis- sed to attach simplistic labels to people, such as, etarded," "genius," "neurotic," "schizophrenic." he test scores are often forgotten as being indi- tors of the current status of a person's behavior nd are mistakenly accepted as his permanent stiny.

People with IQ's high or low,
Certainly they all can grow
The same holds true
For Psychologists, too!

Some believe we know everything
Others say we know not a thing
In the middle does the truth lie
We, too, are humans, that is why!

Ramesh Shah, Psychologist
Division D

—o—

STANDING TALL

One picture, they say, is worth a thousand ords. So twenty pictures must be worth a whole ok.

Looking at the twenty pencil drawings of re- rded people set on easels around the room one as inclined to agree. How could one express in ords the dignity, the joy, the sense of involve- ent in life shown in these twenty drawings eated by Martha Perkse.

To look at these pictures is to know that life n be meaningful and delightful for retarded ildren and adults if people are willing to help em. An old lady embraces a retarded boy. A boy uches the whiskers of another child costumed as cat. A young man wearing the type of helmet at people with severe seizures wear bends his ad and is comforted by a lady.

An attractive young child obviously suffering om Down's Syndrome laughingly leads a group children and adults. A young lady teaches a y to make a speech sound. A dignified old man dungarees surveys the world with tranquility.

One picture has words. Behind a face are tall ees and beneath the picture is the legend, "If u stand at all, stand tall."

We all need help to do this. The retarded need ore help than the rest of us.

The pictures were displayed to help our visi- rs on Legislators' Day in October to understand e Caswell residents' needs.

Unfortunately very few legislators came. It a pity they missed this chance to see the pic- res for they tell a story. We want as many ople as possible to see them for we believe those o do will want to help retarded citizens to and tall.

THEY SERVE AT CASWELL

(This is the first of a series of articles about people who by their work have either directly or indirectly make it possible for residents to live meaningful lives here and to prepare to live even more meaningful lives in the community.)

DIRECTLY

What can improve circulation, strengthen muscles, restore motion, correct deformities, relieve pain and speed recovery? In brief what can make life more active and enjoyable for physically handicapped people? The answer is physical therapy.

As we have many non-ambulatory residents our need for physical therapy is great. Fortunately in the last two years five staff members have been added to the department. We now have three licensed physical therapists, Nancy Sumrell, supervisor, Sherry Rowe and Martha Shealy, two licensed physical therapy assistants, JoAnna McMillan and Kay Powell, seven technicians, Faye Eubanks, Linda Herring, Larry Holloway, Charlotte Moseley, Joe Rhodes, Charlotte Rouse, and Marie Tyer, and one secretary, Brenda Waters.

Once a month a private practice orthopedist rostered with the State Board of Health, accompanied by a UNC resident in Orthopedics, visits Caswell to provide orthopedic consultations for our residents. The Physical Therapists are responsible for coordinating this clinic. Decisions concerning surgical procedure, special adaptive devices and braces are made here by orthopedists, as well as recommendations regarding patient treatment programs in P.T.

The physical therapy staff members give treatments in their central area Azalea Cottage. They also have small treatment areas in McNairy and Johnson 3. Treatments are given in the Central Hospital when necessary. There will be a treatment area in the new complex.

In Azalea Cottage there are devices used to increase muscle strength, to improve range of motion, to develop standing tolerance, to give gait training and to administer postural drainage. Among these are Elgin Table, N-K Table, Tilt Table, Stand-up Table, Whirlpool, Parallel Bars, Resistive Exercise Bicycle, Ambulation Devices such as walkers, canes, crutches and rollator (a walker with wheels), Ankle Exerciser, Shoulder Wheel and weights and pulleys.

The physical therapy staff shares its skill and knowledge with others. Members serve on interdisciplinary teams. They have taught specific techniques such as range of motion to R.N.'s and L.P.N.'s in ICF units and to health care technicians in Pate and Johnson.

The licensed physical therapists teach an eleven hour course in the Health Care Technician Trainee Course. They teach what physical therapy is and how it can help residents, how a child develops fine and gross motor skills as he grows, the muscular system, the skeletal system, postural drainage, range of motion and positioning, and transfer techniques.

This course, according to Virginia Perry, R.N. who coordinates it, helps both staff and residents. The former learn how to help residents and how to lift people and heavy objects without injuring themselves: the latter are lifted in the safest and most comfortable manner and are given help when they need it.

Licensed physical therapists serve as affiliate supervisors for the senior P.T. students from E.C.U. Each student spends four days at Caswell in order to gain experience in designing and evaluating programs for mentally retarded, physically handicapped people. Martha Shealey is a 1978 graduate of the 1978 class.

The Physical Therapy Department is a part of medical services and is under the supervision of Dr. Kamal Salameh, Assistant Director for Medical Services. All treatments are given on medical referrals. At the moment there is a need for more staff and more space so that more help can be given to residents.

INDIRECTLY

"I like this job so much that I believe I'd be willing to pay the State to let me do it," declared Ms. Charlotte Jones. How often do you hear such a sentiment expressed at Caswell? Or elsewhere?

And Ms. Jones's assistant, Ms. Thelma Reddick, enjoys her work too. "We feel real good about it. It's so rewarding," she said. These two ladies work in a bright room on the west side of the Laundry Distribution Center. They work in Housekeeping Services. Ms. Louie Kennedy is their supervisor.

Their task is to design and make clothes to meet the special needs of residents. Ms. Jones was very willing to display samples. "These trousers are for a little fellow in Maple Cottage. His legs are funny. His trousers need to be longer at the back than at the front. There's a girl in Elm Cottage who needs a special bra. She is not the same size on both sides. We made this for her." She held up a garment of soft silky material.

Next she picked up what looked like a big white boxing glove. "The people in the building wanted this resident to wear ordinary clothes. She used to have mittens attached to her sleeves. She hits herself. My husband and I were watching Ali boxing on T.V. one night and I got the idea for this."

"We made a formal for a chubby little girl for a party. They wouldn't find one to fit her in a store."

These two ladies do more than make clothes. A heavy resident has to be lifted over the commode in a hydraulic lift. They cut a hole in the seat of the lift so that she can use the commode while sitting in it. "And we made a swing-type seat for a boy with scissor legs," said Ms. Jones.

Ms. Jones worked in several positions at Caswell but she enjoys designing most. Before Ms. Yuli Lee left, she was her assistant. "We feel real good about it. It's enjoyable. You think about how many children you are helping."

"It's a real challenge," added Ms. Reddick smiling happily.

INTERDEPENDENCE

"Please hold my wheelchair steady so that can sit on it," said Brenda as one passed th paralled bars between which she was practicin walking in the Physical Therapy Department th week.

Her manner of asking was impressive. Polit Matter of fact. No sign that she thought she wa begging a favor. She knew she needed help an that a person near her was able to give that hel and without hesitation she asked for it.

"Thank you", she said with a smile as sh sat down in the wheelchair. That was that. N need for effusive gratitude.

Coming right at the beginning of January th small incident made one think of New Yea Resolutions. Why don't we all acknowledge ou interindependence?

Most people think dependence is a bad thin But what about independence? Some of us carr it too far. We refuse to admit that we are depen dent on others. This is pride, perhaps the mos damaging of sins. It is also dishonest.

We train our residents to do things for them selves, to avoid extreme dependence, but like a of us they'll need some help throughout life. W hope they'll all be able to ask for it as claml as Brenda did.

And one was dependent on Brenda too. He brief smile assured one that one had helped fellow human being. And that is always a purpose ful activity.

———o———

A CHRISTMAS DECORATION

"Isn't it beautiful?" said an administrator as h looked at the drawing of a child gazing in wonde at the manger.

One agreed as one studied the picture on th notice board. It had been drawn by Vickie Sul clerical worker. "And the words are so appropria for out here", he continued.

"Blessed are those who see Christmas throug the eyes of a child" was the message above th drawing.

"Now be careful", one answered. "You kno that we have done the retarded a disservice b viewing them as eternal children. We have de nied them the right to grow and to make de cisions."

He smiled. It is hard to convince some peopl But of course this saying is true. And true in mo senses than one. We can know the glory of Chris mas as we see the stars in the eyes of our chi dren and grandchildren but we can also know as we become childlike ourselves.

Childlike. Not childish. Children experien wonder. Too many adults do not.

Christmas ought to fill us with wonder. "If yo do not enter the Kingdom of Heaven as a chil you shall not enter it," we read.

We need the faith of children. Most retarde people have that. They view others as the friends. They trust everybody.

The wonder of Christmas should surely deepe our faith and make it easier for all of us to ent the Kingdom of Heaven.

Highlights of '78

We "passed ICF" in January.

Our Senior Citizen's Unit for twenty-four older sidents opened in January.

Our first town meeting was held on April 18. ·. Dillon was available from 11:00 a.m. till 1:00 n. at the picnic shelter to talk to employees dur- g their lunch hour. Over thirty employees came.

Twenty-eight staff members attended the 14th mual John W. Umstead Series of Distinguished ctures in Raleigh in February. The theme was 'erspectives in Primary Prevention". Some roads increased primary prevention are:

Emphasis on screening and early detection.

Strong programs for genetic counseling and enatal diagnosis.

An amniocentesis program for older pregnant omen.

Appropriate abortion laws.

Sex education and family planning in schools.

Regionalized prenatal care.

Vigilance in immunization programs.

Increased automobile safety programs and edu- tion.

President Carter is very interested in the pre- ntion of mental illness and mental retardation.

The Daily Bulletin was first published on April . This is a means of communication. It lets ev- yone know what important events are taking ice each day and which physician, pharmacist, vocate and administrative watch person are on ll. The bulletin is coordinated and published by aff Development Services.

Thirty-five employees were watch officers on ministrative Watch throughout the year.

Community Outreach has spread its wings this ar. A third house on Pecan Lane was acquired. chnical assistance teams were established. They out into the community and into homes to ow parents how to carry on the good work ich was begun at Caswell. Workshops have en held for community professionals. Courses Prevention Intervention Techniques have been ight in the community. Plans are being made teach at least one course in each county served Caswell.

In order to become Health Care Technicians I inees must now pass a standardized test from leigh. Training for this is given in Staff De- opment Services. The tests were first given at swell in the Fall.

This has been a "Do It Yourself Year". Bake es, craft sales, fish stews, etc. have been given the divisions to raise money for projects. It ms that the best way to make money at Caswell o sell hot ham and sausage biscuits at 8:00 a.m. iployees lap them up.

The outlook for building a Chapel at each of four Centers for the mentally retarded in rth Carolina was bright at the end of '78. The ycees have endorsed the Chapel building proj- . The Fellowship of Christian Athletes is will- to provide man-power in a fund-raising cam- gn. The President of the Knights of Columbus going to be contacted.

More covered walkways, wheelchair ramps and ewalk extensions were built all over campus. The building of a canopy at the front of the resident's dining room so that residents may be sheltered while waiting was begun near the end of the year. Plans were made for bids for air-conditioning in Birchwood, Oakwood, Pinewood, Wildwood, Sprucewood and Hardison Hall to be opened in the middle of January. The Parrott-Johnson Complex was completed. Much work was done on the new complex for non-ambulatory residents. These activities will make life more comfortable for residents.

Eight registered nurses were trained in the Basic Life Support Phase of the American Heart Association Cardio-Pulmonary Resuscitation Course. Beverly Williams, R.N., Central Hospital, was the instructor. She herself was trained in this phase and in how to give instructions earlier in the year.

At the Special Olympics Area meet on April 29 Caswell won first place in a Special Olympics Banner Competition. Mr. John Best, Health Care Technician, helped to design and make the winning banner.

Early in the year a Task Force appointed by Dr. Dillon worked hard to find the most appropriate placements for residents who needed to be in another unit of the same division, another division, the Caswell Annex, the Community or a Psychiatric Hospital. Referrals come from the Interdisciplinary Team in the divisions.

"Why are these people here? They don't need to be institutionalized." So said the mental retardation specialists from the surrounding counties who came to Caswell to meet some of our adult residents who are ready for community placement at a Coffee Float. The reason why they are still here is that there are not yet enough community facilities. These people don't need the total care offered in an institution. On the other hand they are not ready to live independently. They need a variety of in-between things such as sheltered workshops, activity programs, group homes, etc.

In January we received some interesting statistics that were completed on June 30, 1977.

There were 3240 residents in the four centers on this date; 521 at Western, 999 at Murdoch, 600 at O'Berry and 1120 at Caswell. The mean age was 27.4 years ranging from 20.7 years at Western to 31.5 years at Caswell. The median length of stay was 11.9 years ranging from 8.3 years at Western to 13.2 years at Caswell. 57.5% of the residents at the centers are profoundly retarded. Caswell had 53.1% in the profound category. Caswell was serving 34.6% of the state's institutionalized mentally retarded population. From June 30, 1976 to June 30, 1977 Caswell's population decreased by 149 persons which represents nearly a 12% reduction. The other centers' percentage population decreases were: Western 2.25%, Murdoch 6% and O'Berry 6%.

The average receptive language age of the Caswell residents is 2½ years. The average expressive language age is about 18 months.

Division C/F acquired a new director and a new name. The former is Mr. Tom Dougherty who came to Caswell as a psychologist in June 1978 and became a division director in the Fall. The latter is Division J. Originally we had nine divisions, A, B, C, D, E, F, G, H, I. Very logical. Then C and F were combined and known as C/F. Obviously our eight divisions now are A, B, D, F, G, H, I, J.

Speech and Hearing Services moved into new quarters in the summer. Part of what used to be the residents' dining room was renovated for them.

In May John Ford, Ph.D. joined us as Assistant Coordinator in Psychological Services. He will be involved in competency based training and the internship program.

Cekita, a Division C/F resident, was interviewed on T.V. after attending Mental Retardation Day at the Legislative Building.

NOTHING NEW

Those who believe that family care and small facilities dispersed throughout the community, or use of generic versus specialized services, or the need for community acceptance and involvement, with the institution a "last resort" are modern day concepts might do well to review Samuel Gridley Howe's 1866 report as Chairman of the Massachusetts Board of State Charities. The general principles he outlined then are nearly identical with the major recommendations which continue to be made in the reports of later President's Committees.

Similarly the recognition of education and the role of the teacher in treatment is a very old idea. The seventeenth century English physician Thomas Willis wrote a treatise on the subject of mental deficiency in 1672. In it he developed a classification system of degrees of severity based on social adaptability. It recommended a joint responsibility between the physician and the educator, with supportive medical care and teaching, which involved painstaking repetition of what was to be learned.

THOUGHTS ON RETARDATION

"One only needs to look at the state's budget over the years to see where our priorities lie. North Carolina is fourth in the nation in per capita expenditures for highway repairs. In mental retardation we are 38th.

We spend millions on nonessentials like zoos and schools of veterinary medicine, while we have an infant mortality rate scarcely better than Singapore's. Much of our population is malnourished, which increases the number of children born with various handicaps."

Iverson Ridder, M.D.

* * *

"What will the role of institutions be in the future? Will there be institutions in the future? Some professionals say that 50% can come out of the institutions today if we have appropriate living facilities in the community, some say 75%, others say 100%. We must stop talking and get to work. We need tens of thousands of appropriate placements for those who are ready to exit and for those who would not have had to enter if alternatives existed.

In this regard, we will eliminate the worn-out practice of keeping a person in an institution until he achieves his potential. He is enough like us that he will never reach his full potential, whether he be in the community or in the institution. H has the right to be placed in the least restricti setting possible. The setting that may seem ap propriate today may be too restrictive tomorro If we continue to establish permanent solutio for the retarded, we will be as wrong today as we our predecessors who stated that the only answ for the retarded was permanent institutionaliza tion.

Until we develop an achievable, goal-oriente program within our institutions, and communit programs that ensures that each individual given full opportunity for treatment, training, an therapy, or until we make sure that after the com pletion of a prescriptive program the individual graduated to a less restrictive program and en vironment in the institution and the communit we are in fact still incarcerating the person. It not normal to spend one's life in an institutio In very few cases should the retarded person, eve the severely or profoundly handicapped, remai at an institution for a long period if properly de veloped alternatives existed or were developed. is my belief that such alternatives can be gen erated. The responsibility is ours.

Developing a positive, cooperative relationsh with the community at large is a vital prerequisi to community placement of the retarded. If w expect to have programs, facilities, and servic to accommodate the life needs and desires of th mentally retarded, we must recognize the fact tha there are strong concerns and objections felt an expressed."

D. Rosen

* * *

"Mental retardation is but one costly outcom albeit a very important one, of poverty. This prob lem alone, however, is not likely to motivate na tions to markedly improve the quality of life f their impoverished citizens. When the costs mental retardation are added to other social cos deriving from poverty e.g., delinquency and crim welfare, high unemployment, drug addiction, ne lect and abuse, broken homes, then the argume for social change is clearly more compelling. Th suggests that if research information is to be e fectively applied in preventing retardation, broa er social issues need to be addressed. Advocat for the retarded may need to form coalitions wi other groups to achieve these ends."

M. J. Begab

* * *

"What of the future of human intelligenc The productive capacities of the world would enormously enhanced if unemployment disa peared, the labor of all women used, our hu starving and ignorant populations salvaged an restored, with everybody contributing to his fulle capacity. The intellectual resources of the wor would be greatly strengthened if mental potenti could be realized by universal opportunity, and more effective educational tactics. All theori about the genetic limitations of learning capacit about innate and immutable milestones of d velopment, of special inborn talents or defic must be reappraised, and sometimes discarded, f it is probable that they too often reflect class bi or extensions thereof. When these latent capac ties are fully activated, future generations ma look back at this period of human history as o of universal relative retardation.

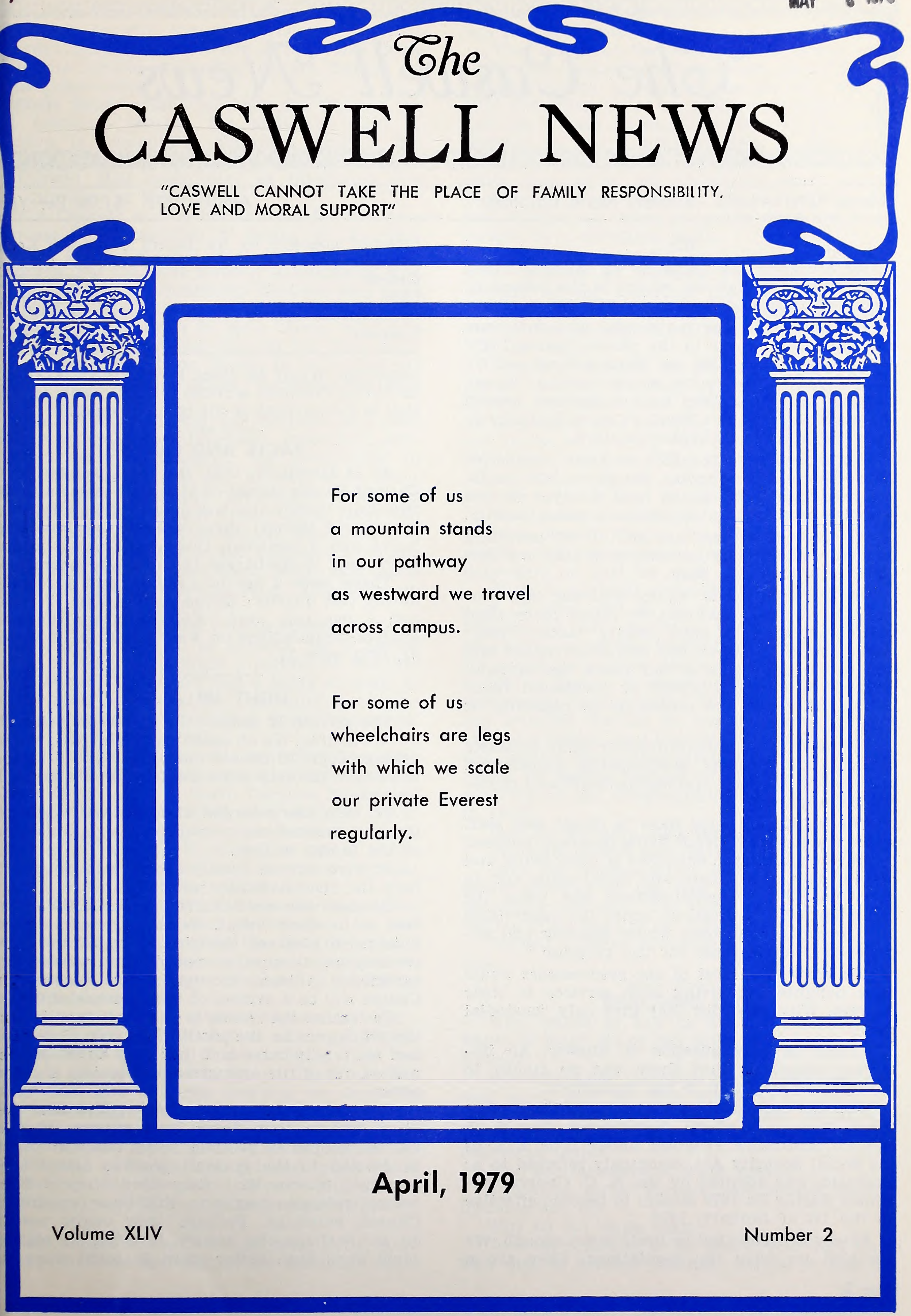
Joseph Wortis, M.D.

2
4/2

NORTH CAROLINA STATE LIBRARY
RALEIGH

N. C.
Doc.

MAY 8 1979



The CASWELL NEWS

"CASWELL CANNOT TAKE THE PLACE OF FAMILY RESPONSIBILITY, LOVE AND MORAL SUPPORT"

For some of us
a mountain stands
in our pathway
as westward we travel
across campus.

For some of us
wheelchairs are legs
with which we scale
our private Everest
regularly.

April, 1979

Volume XLIV

Number 2

The Caswell News

Volume XLIV - No. 2 - Kinston, North Carolina APRIL, 1979 $1.00 Per Year

ICF

We are going ICF. Why do we express it that way? Why do we not say we are in the process of becoming fully certified as an ICF/MR facility?

Perhaps we are saving words. And there are two significant words in the phrase "going ICF." The first is "going". We are going somewhere. We have a long way to go but we are moving. We are striving. Like Saint Paul we are pressing toward the mark. Like Robert Frost we have promises to keep and miles to go before we sleep.

The second is "care." ICF, we know, stands for Intermediate Care Facility. People in ICF facilities need care. They do not need the type of care provided by a hospital or skilled nursing facility.

We have never been accused of not providing care at Caswell. The accusation is that we provided only custodial care.

Federal regulations require that the care provided in ICF/MR facilities be much more than that. Each resident must receive "active treatment geared to his or her individual needs and designed to help him or her reach the optional physical, intellectual, social, or vocational functioning of which the individual is presently or potentially capable."

The institution must provide or make available medical, dental, social, psychological, speech and audiological services, and occupational and physical therapy.

The institution must have "a direct care staff which conducts a resident living program designed to provide training in activities of daily living and development of self-care and social skills and to carry out the recommendations and plans for treatment of each resident under the supervision of a person (or persons) whose training and experience is appropriate for the program."

We know that most of our predecessors would have delighted in giving such services to their charges. Why then did they give only "custodial care?"

That's an easy question to answer. An important reason is that there was no money to hire enough staff and to buy equipment.

Now we are getting the money. Most of it comes from the Federal Government. The N. C. Medical Assistance Program under Title XIX of the Social Security Act, commonly referred to as Medicaid, was adopted by the N. C. General Assembly during its 1979 session to become effective on the 1st of January, 1970.

Money is needed but by itself is not enough. We are glad we have the regulations. They are a challenge. When we meet them we know we are providing excellent services for our residents. And that is the purpose of our being at Caswell.

Published quarterly for the benefit of Caswell Center and for the information of the citizens of North Carolina
Director .... William T. Dillon, Ph.D
Editor .... Jean I. C. Tabory
Circulation Manager .... Margaret Sullivan
Treasurer .... Evelyn Carlisle

———o———

FACTS AND FIGURES

As of March 31, 1979, the total population at Caswell Center stands at 1169 (639 males and 530 females). During the last quarter (January, February, and March) there were 10 admissions (7 males and 3 females). During the same quarter there were 15 discharges (7 males and 8 females)

There were 2 deaths (1 male and 1 female) during this quarter. Eleven applications (7 males and 4 females) were received during the past quarter. Applications on waiting list as of March 31, 1979 were 14.

———o———

LIGHT UP A LIFE

The church is people, the family of believers not a building. We all know that. Why then are we asking people to donate money to build a Chapel at each of the four State Centers for the Mentally Retarded?

To help the retarded children and adults in the four institutions to realize that they are part of the family of God.

To give normal family members a chance to help the special family members.

To show the residents in the institutions that God is in their midst. Retarded people do not indulge in abstract thought. Many of the more severely handicapped do not think in words. They experience things through their senses. The Chapel will be a symbol of the presence of God.

To remind the residents and their families and the employees in the institutions that God cares and his family cares and that they have not been pushed out of the mainstream of society and forgotten.

The normalization principle applies here too If we believe that living lives as like those of normal people as possible helps retarded people to develop to the greatest possible extent then we must believe that they need chapels. Most normal religious people in this State worship in Church buildings. Perhaps they ought not to do so. Perhaps the money invested in edifices could have been better spent in other ways but hat, from the viewpoint of normalization, has nothing to do with the case. When we say that etarded people ought to live lives as like those f normal people as possible we are making no alue judgements.

Some people might say that the Chapels are not necessary because the residents ought to worship in community churches. This is not ealistic. There are over eleven hundred residents n Caswell. How could they be integrated into he Churches in Kinston?

The Chapels will be normalizing for residents who are being prepared to return to the community. There they will learn how to behave in church. For the more severely handicapped who ecause of lack of community facilities may have o spend a long time in an institution they will rovide a sanctuary or in plain terms, what one peaker at the luncheon held in the First Baptist Church, Raleigh on March 19 to launch the und raising campaign called, "a respectable place o worship."

The Rev. Norman Polk, our Chaplain, and Jean abory attended this luncheon. Important officials in State Government, the Department of uman Resources, and the Church were there. mong these were the Lieutenant Governor, enator Harold Hardison from Deep Run, Mr. en Aiken, Dr. Ann Wolfe, and Dr. Sarah Morrow.

Two very important people, residents from one f the institutions, participated. Dickie said Grace efore the meal and Sarah sang "You Light up y Life" as the benediction.

The man who started this movement to build hapels was unable to be present. He is Carlos oung of Shelby who made a motion at the 1975 tate Baptist Convention that a study be made as o the need and feasibility of building chapels n the campuses of the four State Residential enters for the Retarded.

Dr. Cecil A. Ray, General Secretary-Treasurer the Baptist State Convention, invited representatives of all faiths in North Carolina to a study meeting in July 1976. This is an ecumenical movement. A steering committee was formed to study ie need for chapels. It concluded that a statewide campaign to raise funds to build a Chapel each center should be organized.

On September 6, 1978 the steering committee oted to incorporate itself as "Chapels for the orth Carolina Centers for the Retarded, Inc." his tax-exempt committee is now engaged in ie task of raising approximately $2,000,000 to uild the four chapels.

Each chapel will have pews, carpets, an organ, pulpit, a Cross, stained-glass windows, Bibles, ndles, etc. — all the physical things that the sidents can see and experience. These are the ings that give religious meaning for them. In ch sanctuary there will be space for the ultiply handicapped. Each chapel will have assroom space for religious education, areas for cialization, recreation and privacy, office space r staff in the Chaplains' Department, and a nference room. There may be gardens for meditation.

Each chapel will be a refuge from noise, consion, loneliness and despair for residents, their families and staff. It will be used every day and not just on Sundays.

The slogan of the campaign is "Light up a Life." One speaker at the luncheon said, "We ask church leaders to support the project. We ask that civic clubs based on religious principles support us. We ask all who have received the Lord's blessing to give a dollar to help to light up a life." The large sum of two million dollars represents only about one dollar for every church member in North Carolina. The sum of one million dollars has been requested from the State budget on a matching basis.

Contributions are tax deductible and should be made payable to "Chapels for North Carolina Centers for the Retarded, Inc." They should be mailed to Mr. Bob Stallings, Treasurer, 3304 Pinecrest Drive, Raleigh, N. C. 27609 or to our Chaplain, Mr. Polk.

The last speaker at the luncheon was Dr. Sarah Morrow, Secretary of the Department of Human Resources, who pointed out that all of us face stress that reminds us of our limitations and forces us to reach out. Retarded people have even more limitations, they too need to reach out. "Our institutions are communities. Every community needs a focal point," she said.

What more fitting focal point than a chapel could be found? Here is the place where retarded people and other people are equal — equally dependent on God for their next breath.

What is spiritual intelligence? Who can measure it? How well do we understand what God requires of us? Speaking about the proposed chapel in one of the institutions a resident said, "It would be a place where we can go and have a talk to God — it would be quiet." Talk! Communication beyond talk! How do we know that our retarded friends do not communicate with God at a deeper level than we do? Surely we cannot imagine that money given to build the chapels would be wasted because of the limited understanding of the congregations that will worship in them.

How do we learn that God loves us?

Through human love that reflects His love.

Let's use human effort to build a symbol of God's presence in the four institutions. In the beginning God said, "Let there be light." We can help to bring light to the residents in the Centers — Caswell, O'Berry, Murdoch, and Western Carolina.

———o———

REACHING OUT

Who wants to live in an institution? Who wants to place his or her child in an institution? Nobody.

But sometimes there are no alternatives. This may mean that the time has come to create alternatives and that is exactly what Community Outreach has done in forming the technical assistance teams.

Who are members of these teams?

Educators, social workers, psychologist, speech pathologists, etc.

Why do the teams exist?

To help residents to be discharged from Caswell and to prevent retarded people in Eastern

North Carolina from needing to be admitted.

How do they do this?

By visiting the homes of these people and offering technical assistance to parents. Sometimes parents do not know how to manage retarded children, especially severely and profoundly retarded children. Normal children and adults need to have something to do. The old saying, "Satan finds mischief for idle hands to do" is still true. Retarded children and adults too need to have something to do. Parents who know how to occupy their normal children often have no idea what to do with a very retarded child. They think that nothing can be done.

Because of their training and because of the fact that they have experience in working with retarded people the members of the technical assistance teams know that something can be done. They go into homes to share their expertise.

What exactly do team members do?

First they have to convince the parents that something can be done. If they are working with parents whose child has been at Caswell they might ask them to come here to observe. When they actually see their child doing things like feeding himself and putting puzzles together they'll believe that he or she is capable of performing. If other people can teach the child why can't they?

Then the team can teach them how to train their child. The technique used is behavior modification. Parents learn that they must specify exactly what they are going to teach; that they must break the task down into very small steps; that they must reward the child every time he masters a step while he is learning. They learn how to select reinforcers.

Who coordinates the technical assistance teams?

Mary Lingerfelt, Community Services Consultant. John Ford, Ph. D. spends 5% of his time and Russ Hammond 20% in technical assistance. They are phychologists in Central Services. Linda Dodd, Admissions Coordinator, and Gertie Waters, Discharge Services, help too.

Are things going well in technical assistance?

"If I'd been asked a short time ago I'd have said 'yes'," replied Ms. Lingerfelt when asked that question. "We've run into difficulties. We worked hard with one boy who was being prepared for discharge. He'd been aggressive at home and in school before admission. We worked with his parents. People from the local mental health center worked with his parents. We worked with the school people. He went home at week-ends. Gradually we increased the time he spent at home until he was spending a whole week at a time there. Then we sent him home to stay. He was no longer aggressive in school but his mother just couldn't handle him. He had to come back to Caswell.

We worked hard to prevent a boy from being admitted. His parents were so impressed that they were even more eager to have him admitted to a place where such skilled people would work with him. We defeated our purpose.

Technical assistance has come a long way but it has a long way to go. It has great potential."

What is going to be done to develop that potential?

The program is going to be revamped. It may be that by the time somebody applies for admission it is too late for intervention. Perhaps the teams should focus on residents about to be discharged. Perhaps they should develop criteria that indicate where technical assistance is mos needed and most likely to succeed.

Does technical assistance involve more than teaching parents in their homes?

It does and this may be one way in which its potential can be developed. Already Ms. Lingerfelt has worked with groups of parents. She has done general parent training with groups. She has taught a workshop on behavior management to parents. In the revamping process attention wil be paid to the question of how much training should be given in groups and how much individually.

Is technical assistance given only to parents

No. It is given to community professionals too Ms. Lingerfelt conducts workshops on how to work with parents of handicapped children fo professionals. Last summer she taught a PIT Workshop for parents and teachers. PIT stands for Preventive Intervention Techniques. This is a way of preventing aggression if possible and o dealing with it in such a way that neither the person attacked nor the retarded person is hur should it be impossible to prevent an outburst Ms. Lingerfelt learned this helpful technique in Staff Development Services at Caswell.

Nobody wants to be segregated in an institution. Technical assistance is one way of preventing this. Another way is specialized foster care Money for this comes from the Division of Menta Health and Mental Retardation and the loca Departments of Social Services. People who hav been trained as foster parents of handicappe children are paid more to keep these childre than other people are. They are also able to giv more skilled care.

We need alternatives to institutionalization Fortunately some people are working to mee this need.

———o———

NEWS IN BRIEF

1. William T. Dillon, Ph.D., Director, left o February 9. Managers from Western Carolin Center have served as Acting Directors, eac staying with us for a few weeks. A Search Committee, composed of F. L. Armstrong, Carey Fendley, Jeanne Fenner, Mike Moseley, P. S. O'Hara Vera Prince, Evelyn Raynor, W. W. Ryder, Ra Respess, Greg Williams and Dr. Ann Wolfe, i interviewing applicants.

* * *

2. Dr. Kamal Salameh, Assistant Director fo Medical Services, was installed as a Fellow of th American College of Physicians on March 26. Thi is a very great honor. We congratulate him.

* * *

3. Those who attended the meeting of the Caswell Mental Retardation Association (MRA) i the Chapel on April 1, heard from Gordon Williams, Assistant Director for Administration, tha Caswell Center is in the process of becoming full certified as an Intermediate Care Facility. A

(Please turn to page 8)

THEY SERVE AT CASWELL

ccording to the poet, "In Spring a young man's
ıcy lightly turns to thoughts of love." Our
oughts are of social workers and food service
ırkers for March is Social Work Month and
.tional Nutrition Week is in March.)

DIRECTLY

Would it be correct to say that social workers
to help their clients to feel more at home in
eir world? It's easier to learn when one feels at
me. Social workers look beyond the client to
ıers closely related to him or her. They are
erested in the client's world.

Mrs. Germaine Stevens, Coordinator of Social
ork Services, says that it is the mandate of the
ofession to work with other members of the
erdisciplinary teams to maximize residents'
ial functioning. The aim of all of our programs
to enhance the residents' adaptive behavior to
point at which they are ready to leave the
stitution and return to their own homes or
mmunity facilities. We work to increase the
sidents' abilities to cope. Social workers observe
sidents as they progress through programs and
erpret what they see to other team members.

They counsel higher functioning residents
lping them to understand what kinds of be-
vior make for emotional and social growth and
ıat kinds of behavior society expects from its
mbers. The theme of a counselling session
ght be appropriate sexual behavior or a reducing
t.

Social workers work with families with whom
ey maintain contact by letter and telephone in
effort to produce total involvement. They try
have parents or other close relatives involved
planning and implementing programs. They
ite them to attend team meetings. After the
nual team meeting held to review each resi-
ıt's progress his or her social worker writes an
erpretive letter to the parents or surrogates
d follows it up with a phone call.

When residents are admitted social workers
lp families to work through their feelings so
ıt the institution can use the family as a posi-
e resource in planning and implementing pro-
ıms. Social workers are the people who help
rents to understand that their retarded chil-
n have limitations but are human beings with
same needs and rights as other human beings
d among those rights is the right to training
ıt will enable them to develop to the greatest
ssible extent.

When residents have derived all the benefit
ey can from our programs and are ready to
urn to more living in the community it is the
siness of social workers to help parents to
derstand this. When one thinks of our social
rkers one is reminded of the words of the
ılmist, "The Lord shall preserve thy going out
d thy coming in from this time forth, and even
ever more."

Social workers keep abreast of community re-
ırces. They function as advocates for retarded
ople and urge communities to develop the additional resources required so that residents may find the programs they need when they are ready to leave Caswell.

Sometimes residents must have guadians for various reasons. One of our doctors may need somebody to sign an operative permit for a resident not capable of signing it himself. Social workers are responsible for initiating the guardianship process.

Most of our social workers have case loads that are too large. A case load should be between 30 and 35. Our ICF social workers have case loads of about 49. One fortunate social worker in Division A has a case load of 24; the worker in Division B has a case load of 117.

We have twenty-one social workers assigned to divisions and two vacancies. Gertie Waters, Discharge Coordinator, and Linda Dobb, Admissions Coordinator work in Community Outreach. Mrs. Stevens is supervised by Hilda Gibbs, Director of Community Outreach. Seven social workers in addition to Mrs. Stevens have Master's Degrees in social work.

Christine Colins, Walter Johnson, and Marion Lacewell work in Division A; Suellen Biel, Cynthia Daniels, and Sherwood Mumford in Division D; Peggy Burch, John Owens, and Carol Sustek in Division E; Kathie Barrow, Robert Garret and Barbara Outlaw in Division G; Mary Nagy and Pam Albertson in Division H; Jerry Daniels and Dwight Eastwood in Division I; and Madge Aycock, Marie Hare, Marsha Higgins, and Jessie Sutton in Division J. The position in Division B is frozen at the time of writing.

INDIRECTLY

(This may seem a strange use of the word "indirectly." How could one serve anybody more directly than by giving him or her food? The reason why we place Food Service in this category is that at Caswell it is part of Support Services.)

"Good morning. How are you?" The speaker loomed up out of the fog on Pecan Lane. He didn't wait for an answer. "My stomach is rumbling. We don't get breakfast till eight o'clock now. They changed the schedule."

It was clear that the young man believed that food is important. Most people would agree with him.

The feeding of our eleven hundred residents is in good hands — two hundred and eighty-four hands. That is a comforting thought.

National Nutrition Week was an appropriate time at which to salute our one hundred and forty-two food service workers — our dieticians, cooks, bakers, meat cutters, janitorial workers, food service assistants, and food service supervisors. Where would we be without them?

All janitorial work done in the food service area is done by food service staff.

A new position, that of dietetic technician, will be established in the future to assist the dieticians. At present Ms. Staris Morgan is doing that type of work.

National Nutrition Week is organized by the American Dietetic Association. We have two registered dieticians, Mrs. Nellie Callaway, Director of Nutrition, and Mrs. Susan Herring, Food Service Director, at Caswell. We are going to employ more for we need them. Ms. Barbara Marshall works here one day each week as a consultant.

Dieticians plan menus. They also plan diets. Many residents need special diets. Some need low sodium, some low sugar, some restricted calorie, and some high fibre diets. Some need chopped food and some ground food. Some need weight maintenance diets. They are cut down on bread and desserts. Calories are counted for everybody. The average for non-restricted diets is 2,300. The dieticians make nutritional assessments before planning diets.

According to ICF regulations each ICF resident must have an individual diet plan worked out by a registered dietician. Dieticians must serve on interdisciplinary teams in ICF units. They try to serve on interdisciplinary teams in other units too. They are involved in planning meals for all on admission. Of course, the task of meeting residents' nutritional needs is complicated by the fact that they can go to the store and buy whatever they can pay for. Another problem has been the giving of candy as a reinforcer. The dieticians have worked with the practitioners of behavior modification on the question of modifying reinforcers. Unfortunately some people who will perform for candy won't do the same for carrots or celery sticks.

The people in Food Service are always trying to give even better service. Food is taken from the central area and served in several units in mobile serving lines. Thirty Aladdin Trays have been used experimentally and now two hundred have been leased. These are sectioned trays which keep food either cold or hot.

A.D.A.'s membership has adopted a resolution to give nutrition education top priority. The aim of such education involves changing behavior in addition to imparting information. There is a close relationship between diet and health. Our staff and residents need to know about healthy eating habits and to learn to eat wisely (and not excessively).

Lack of nutrition can be a cause of mental retardation. If we wish to rear healthy children we must see to it that infants and pregnant women get the right kind of nourishment. This is something we ought to be thinking about in 1979 — The International Year of the Child.

Nutribird (is his body a cabbage? Certainly his nose is a carrot), A.D.A.'s symbol of good nutrition, appeared in magazines, newspapers, and TV spots, and on the wall of our staff cafeteria clad in his running shoes. The focus of this year's National Nutrition Week was fitness. Nutribird in our dining room reminded us that retarded people like the rest of us need good food and adequate exercise.

Thanks to the workers in Food Service our residents are given the former.

Space prohibits the naming of all the workers in Food Service but the following verse by Owen Meredith illustrates their importance.

We may live without poetry, music and art;
We may live without conscience, and live witho heart;
We may live without friends; we may live witho books;
But civilized man cannot live without cooks.
We may live without books — what is knowled but grieving?
We may live without hope — what is hope b deceiving?
We may live without love — what is passion b pining?
But where is the man that can live witho dining?

———o———

EARLY INTERVENTION

This is the International Year of the Chil We at Caswell are very interested in this, n because we work with children, for there are mo adult residents than children in Caswell Cente but because it is in childhood that steps can taken to prevent retardation or most effective to curb its damaging consequences.

Consider James from Lenoir County. Now adult he lies in bed with his limbs bent ar twisted. If physical therapists had worked wi him when he was a young child he might no have straight limbs. He might even be able walk.

Think about Nancy from neighboring Jon County? She's sixty years old. Trainers are wor ing with her trying to teach her to feed herse but the going is rough. Who knows how mu she could have learned had she been taug when a child?

Look at Helen from Pitt County. She's in h fifties and unable to settle down in a Gro Home. Years of living in an institution with i inevitable restrictions have made it hard for h to live elsewhere. When she was a child there we no community facilities for moderately retard youngsters.

The theme of the International Year of t Child is that every child has the right to be wel born. This means that we ought to do all we c to prevent mental retardation. And we can do lot. We can offer genetic counseling to paren at risk, amniocentesis to older pregnant wome prenatal care and adequate nutrition to po pregnant women, and birth control informati to those who need it. We can do more to preve teenage pregnancies which often result in defe tive children.

Somebody has said that "too late" are t saddest words in the English language. It's nev too late to help retarded people but very early their lives it is too late to prevent the crippli effects of retardation. Let's concentrate on ear intervention.

———o———

WHEELCHAIR WATCHING

Wheelchair watching is an interesting spo at Caswell. "Sport," you may be thinking. "Isn it cruel to call watching wheelchairs a sport?"

All we mean is that it is a very interesti activity and, strangely enough, one that fi one's heart with hope.

In the past it was sad to see people in whee airs being pushed from place to place by others. w many of these people are wheeling their own air around. Some of the chairs positively dance. fact sometimes they crowd together like ncers in a corps de ballet.

One sees a young man and a young lady hold- ; hands as they talk sitting in their wheel- airs. One sees Keith, a lively young man in his ly twenties, backing out of the canteen down a p on to the patio. "Goodness that looks a diffi- t thing to do. How did you learn? I'd be afraid do that."

"Well I'm not," says Keith. "I taught myself. ; not hard."

We are training residents to be as independent possible. Mobility frees people from dependence others. Some residents are too physically ndicapped to be able to walk but wheelchair bility is better than no mobility.

It's encouraging to see residents rushing und in their wheelchairs.

WE CARE

"I must buy some Valentine decorations. We n't have any," said the dietician. "Where will ı put them?" "In the residents' dining room," answered.

Why is it important to have Valentine decora- ns at Caswell? Because it is normal to observe rhythm of the year. That means observing thdays and celebrations. Normal people pay ention to Valentine's Day.

Experts agree that retarded children and adults most effectively helped when they live in an nosphere that is normalized and normalizing. have the Valentine decorations makes the nosphere normalized. To think about Valen- e's Day and its meaning is normalizing.

According to the Normalization Principle, re- ded people should live a life as like that of mal, ordinary people as possible. This means t it is acceptable for retarded children to play h dolls but not for retarded adults to do so.

It is not possible to live a truly normal life in institution but we try to minimize the de- malizing features. It is not possible for resi- ts to get all the individual attention they need a large institution but it is challenging to see 7 much attention can be given with the re- rces at our disposal.

Attention can take many forms. In February eries of workshops was offered to employees Mr. Bud Howe, Safety Representative from the th Carolina Industrial Commission. By fol- ing safety procedure we can give better care. example, workers who know how to lift heavy ls correctly can lift non-ambulatory residents he safest and most comfortable manner.

When we send a Valentine, the message is "I e." Our message at Caswell is "We Care." We about the welfare of our retarded charges we believe that lots of people out in the nmunity would care about their retarded fellow zens if they knew more about them.

DOCTORS' DAY

Friday, March 30, was Doctors' Day. We are grateful to our four physicians, Dr. Kamal Salameh, Assistant Director for Medical Services, and Drs. Joseph Katz, William Nunnery, and George Zarzar, who provide services for our eleven hundred plus residents. It must be a comfort to their parents and guardians to know that qualified medical attention is always available.

Like anybody else retarded children and adults can become ill. Some because of physical defects in addition to mental retardation are more prone to sickness than normal people but mental retardation is a condition, not a disease.

It is wrong to refer to those who are living at Caswell as patients. They are residents because for a time the Center is their residence. By means of training programs we are preparing as many as possible to return to the community.

Retarded people have the right to live in the least restrictive environment.

Institutions for the retarded are no longer conducted on the medical model. They are not hospitals. The director need not be a physician. In order to help residents to develop to the greatest possible extent we need to use the skills of many professions such as social work, psychology, education, music therapy. etc.

We also need physicians. Wherever people live doctors are needed. We salute our four doctors. Their life here isn't easy. Most of their patients cannot tell them about their symptoms. It takes a special kind of person to work here and we need special doctors — specially skilled doctors.

T. A.

Richard P. Resin, Ph.D., a staff psychologist, conducted a workshop on Transactional Analysis attended by 36 secretaries on the afternoon of February 13th. Transactional Analysis is concerned with communication. How do we communicate with others?

There is more to this than just the words used. What about my tone of voice? Do I maintain eye contact? Do I turn away from somebody who is talking to me?

Do I come across to others as a parent, a child, or an adult? If I talk as though I know what is best for everybody I am the parent type. If I am playful, mischievous, and apt to make excuses I am the child type. If I try to find out the reasons why people talk and act as they do I am the adult type. The last is what we all ought to try to be most of the time but there is something of each type in all of us.

Why is it important that secretaries should learn about T.A.? Because in a large institution much communication goes on. If this is conducted in a calm reasonable fashion things run smoothly. Misunderstandings are avoided. When the institution is run smoothly the residents benefit.

Moreover, people who are interested in developing themselves to the greatest possible extent are more likely to be interested in the growth and development of retarded people.

We all model behavior. It is very important that the residents should have good models in the art of communicating.

ADVOCATE SPEAKS

Diane Horne, Advocate, talked to a group of new foster grandparents in March. To help them to understand how important they are she told them the story of George and Michael and the love they share.

George is a foster grandparent. Michael is a resident at O'Berry Center where Ms. Horne worked before coming to Caswell. Michael was capable of using his hands but he never used them. He could speak but he never said anything. Michael had problems. All the residents in institutions have problems. If they didn't they could live in the community.

George had lots of time to spend with his foster grandchild so he got to know him very well. He knew what he liked and what he didn't like. He knew more about him than the staff did.

After a while Michael spoke some words to George. One of these was "candy." George found out Michael's favorite candy and handed it to him. Michael grasped it. Michael was talking and using his hands.

Ms. Horne pointed out that the foster grandparents have time to spend with residents. One of the things they can do is to see if residents are being abused.

If they suspect that this has happened they must report it. If they see a bruise that looks as if it might have been inflicted by a strap they are by law obliged to report this. It may turn out to have been an accident but it is better to be safe than sorry.

Residents by law have a right to be free from abuse, neglect, and exploitation.

If a staff member hits or punches a resident that is abuse. If he or she calls him names that is also abuse.

If a foster grandparent dozes off when in charge of a resident that is neglect.

If residents are made to do work for which the staff is paid that is exploitation. To steal a resident's clothes, coffee or radio is also exploitation.

Ms. Horne asked the foster grandparents to help her to prevent resident abuse. She told them she was only one person and she couldn't be everywhere. They would see things she couldn't see. It was their duty to report anything that seemed suspicious. In this way they could make life more secure for their charges.

New In Brief (From page 4)

present we have 218 ICF certified beds. Plans have been made for an additional 92 beds by July 1, 196 more by September 1, 196 more by January 1, 1980, and 80 more by July 1, 1980. This will bring the total number to 782.

Two-hundred of these will be in the new facility on the East of the campus. The remainder will be in existing units.

It is hoped that 200 beds will be certified after that bringing the total to just under 1,000.

Mr. Ben Aiken, Director of the Division of Mental Health and Mental Retardation Services, said at this meeting that the Legislature had been good to the mentally handicapped.

Carey Fendley, Executive Secretary of the Association for Retarded Citizens (ARC), announced that plans were being made to construct 42 new group homes in the State. These wou
be funded by a grant of the Department of Hou
ing and Urban Development (HUD).

* * *

4. For the fourth consecutive year Communi
Outreach sponsored Project Inside/Out whi
was held from January 24-27. This year the pr
gram was expanded to include students fro
four-year colleges and universities througho
the State.

One student, Karla Linhardt, who participat
expressed her feelings in a letter to Division-A
which she said, "Spending so much time with t
residents was a fantastic experience for me.
not only learned a lot about them, their feeling
etc., but also a lot about myself. They find su
joy in doing little things and I thought I was
loner in that area. Going 'window shopping' w
terrific — (why do so many people think you h
to buy something every time you go to a shoppi
center?) They put such value to things I take f
granted — the experience opened my eyes to s
how fortunate I am."

* * *

5. Community Outreach is sponsoring communit
based courses in Preventive Intervention Tec
niques (PIT). It is hoped that at least one cou
will be taught in each county served by Caswe

* * *

6. The staff in Division-I thought that to c
the new building on the East of the campus
which they will be moving the non-ambulato
complex was unnecessary labelling of residen
So they had a competition to choose a name.
committee selected Terra Wood, Education Sp
cialist, as the winner. The names chosen by h
were as follows: The Spectrum for the Comple
Alpha for Living Unit #1, Beta for Living U
#2, Gamma for Living Unit #3 and Omni f
the Support Building.

* * *

7. The students in Ms. Laura Lassiter's Heal
Occupation-II class at Jones Senior High Sch
are taking part in a twelve week (Feb. 6-Ap
30) Observation Program at Caswell.

* * *

8. On January 15, a new work activities progra
was begun in Division-G. The aim is to tea
residents pre-vocational skills that can be tra
ferred to a group setting or sheltered worksh
Classes which are held each day last for thi
minutes.

There are two residents in each session.

* * *

9. William in Division-H now walks. He is t
third resident in Pate who has achieved the g
of voluntary ambulation.

* * *

10. About everybody in Division-B (residents a
staff) enjoyed Disco dancing, lunch and sup
in Roanoke Rapids in February. Their hosts w
the parents of some of the residents. Many ci
zens in the community contributed.

* * *

11. Many residents attended the Ringling Broth
and Barnum Bailey Circus in Raleigh in Februa

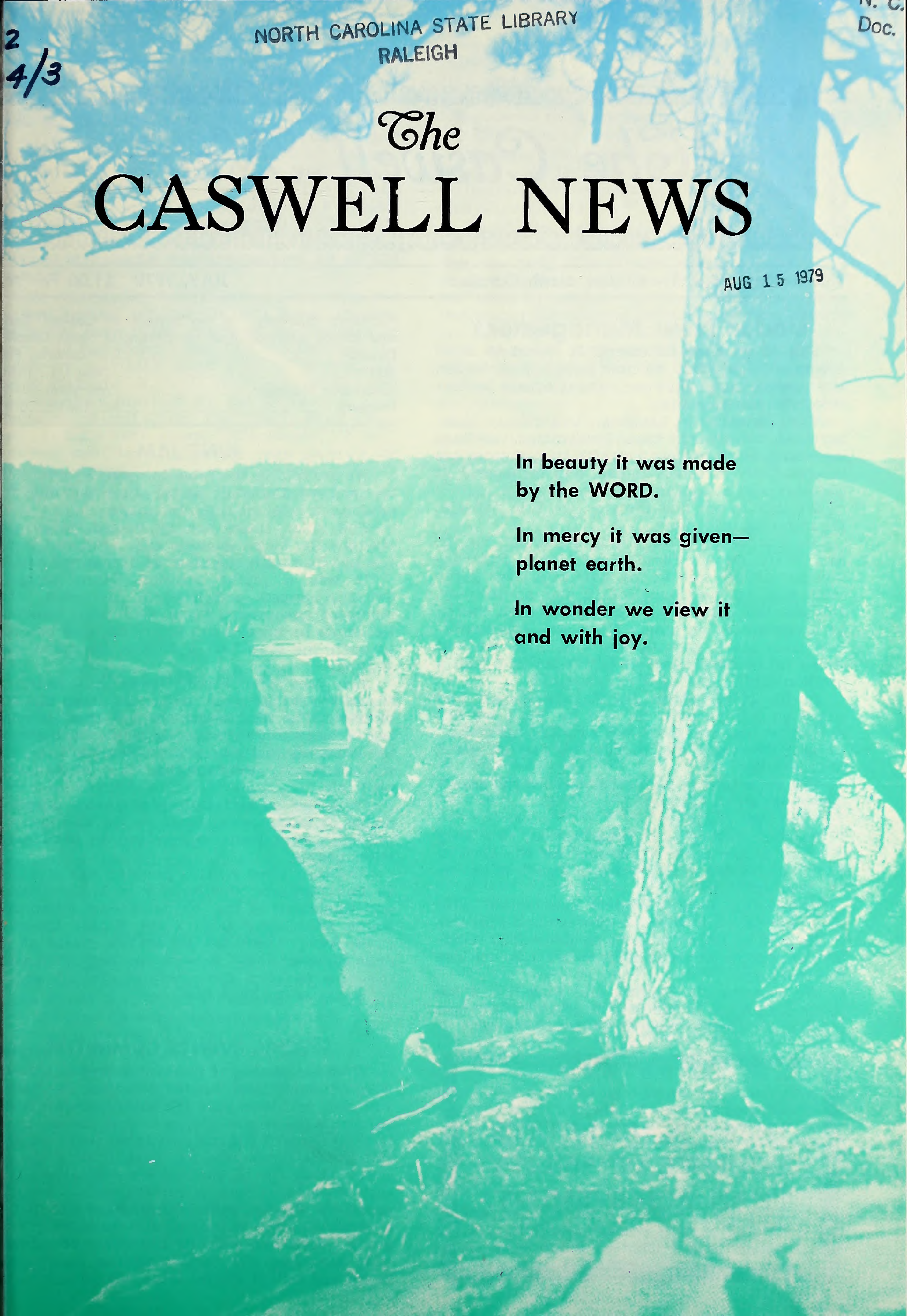
* * *

12. Ms. Germaine Stevens has returned to C
well Center as Coordinator of Social Work S
vices.

2
4/3

NORTH CAROLINA STATE LIBRARY
RALEIGH

N. C.
Doc.



The
CASWELL NEWS

AUG 15 1979

In beauty it was made
by the WORD.

In mercy it was given—
planet earth.

In wonder we view it
and with joy.

The Caswell News

Volume XLIV - No. 3 - Kinston, North Carolina JULY, 1979 $1.00 Per Yea

Under New Management

This is an understatement. It would be more accurate to say that we now have a new leader. Most people agree that one cannot equate leadership with management.

Theo Haimann in his book, "Supervisory Management for Health Care Institutions," defines leadership as "A process by which subordinates are imaginatively directed, guided, and influenced in choosing and attaining goals."

We look to our new director, Dr. Eric Zaharia, for inspiring leadership.

Already we know something about him for Dr. Ann Wolfe, Deputy Director for Mental Retardation, introduced him to the staff at a large gathering held in the Chapel at 10 a.m. on Monday, July 9th. She pointed out that he had been chosen by a committee on which there was representation from staff, parents, and residents. We had stolen him from Tennessee where he had held a position similar to that of her assistant.

In his brief speech Dr. Zaharia began and ended on a light note. He said he felt a bit like Skylab because everybody was awaiting his arrival. He promised those who thought he was too young to grow older.

The main part of his talk concerned his priorities which are as follows:

First—the residents.

Second—Caswell as an organization; as a team of people working together for the good of the residents; as a place in which we can be proud to work.

Third—Our own individual satisfaction with our jobs and with our professional progress.

He said he hoped to meet as many staff members as possible and that he intended to go out into the buildings.

We welcome Dr. Zaharia and wish him much joy in leading us in the task of providing the best possible services for Caswell Center residents.

THERE IS NO BETTER
EVIDENCE OF ABILITY
THAN ACHIEVEMENT.

Published quarterly for the benefit of Caswell Cent
and for the information of the citizens of North Carolin
Director .... Eric Zaharia, Ph.
Editor .... Jean I. C. Tabo
Circulation Manager .... Margaret Sulliv
Treasurer .... Evelyn Carlis

JUNE JAM

We are told in the Bible to make a joyful nois to the Lord. Certainly at the June Summer Ja on June 21 a joyful noise was made.

The noise could not be denied. When on thought the large machine that produced it ha reached its zenith the blare of drums was added.

It was a joyful occasion. Many resident swayed, jumped, and leapt on the grass. Sta members encouraged some who were reluctan Residents in wheelchairs looked on. One boy rod through the crowd on a bicycle. Everybody wa smiling.

The poet who wrote "Music has charm t soothe the savage beast" had never heard this kin of music. The treacherous thought that the playing of more tuneful melodies would have please the residents just as much crossed one's mind. I was stifled by remembering the normalizatio principle.

It is the normal thing for young people t dance to loud music. Disco is the fashion. Ou residents were being encouraged to behave lik other people.

And they loved it. This program was organize by Ben Ramsaur, Coordinator of Music Therap and Chairman of the Special Events Committe whose advertising slogan was "Chase those C Blues Away. Come let off a little steam at th June Summer Jam." Nobody can deny that man residents had fun, got plenty of exercise and le off steam at the June Jam.

———o———

SPECIAL EVENTS COMMITTEE

With the coming of summer, everyone, it seem wants to enjoy large outside activities. But how d you plan activities that are both appropriate an enjoyable for such a diverse population as that c Caswell Center? For the past three years the Special Events Committee has been finding the answers. Made up of various representatives fro each division as well as certain central progra areas, the Special Events Committee has becom a creative inter-divisional and interdisciplinar group which has planned a number of campus wide programs. By combining the considerabl talent and skill of several areas, the committee ha veloped programs which are enjoyed by residents both sexes and all levels and ages.

In the past, the committee has planned such ents as the annual Christmas program and other liday activities. These events have offered op- rtunities for both residents and staff to dis- ay their talents. The recent Family Day Events, e Halloween Parade, and the July 4th Programs ere also developed by the committee. The basic rpose of these events has been to create enjoy- le and meaningful special programs for all the sidents.

This summer the Special Events Committee has anned several outdoor "jams". These are ba- cally live disco music programs for everyone to nce and "get down". The July 4th Program in- uded an "anything goes" form of competition nong divisions; a picnic "hot dog dinner" and tertainment provided by the Division-A Har- onica Band and Choir, the "Ditch Bank Clog- rs," and the rock group, "Pointblanks". A resi- nt and staff talent show has been planned for ter this summer.

The committee's efforts having been well re- ived by both residents and staff, the future looks od for new and innovative programs. It is hoped at as we build upon previous experiences, future ecial events will be enjoyed even more by the sidents.

Ben Ramsaur, Chairperson
Special Events Committee

———o———

FACTS AND FIGURES

As of June 30, 1979, the total population at swell Center stands at 1160 (633 males and 527 males). During the last quarter (April, May, and ne) there were 8 admissions (5 males and 3 fe- ales). During the same quarter there were 15 scharges (9 males and 6 females).

There were 2 deaths (2 males) during this arter. Fourteen applications (7 males and 7 fe- ales) were received during the past quarter. Ap- cations on the waiting list as of June 30, 1979 re 11.

———o———

Another First

The "Pinball Wizards" of Caswell Center were rare form recently when ten residents from Di- ions A and B visited the Barrel of Fun in Ver- n Park Mall for a free afternoon of games.

Managed by David Jones, the Barrel of Fun atures arcade-type games. Jones extended an in- ation in June for a group of young people from swell to enjoy one hour of any games of their oice—all on the house!

Accompanied by several staff members, the sidents played a grand total of 146 games in- uding driving skills games, air hockey, and, of urse, pinball.

The Barrel of Fun is a chain based in Savan- h, Georgia, and presently has eight stores cov- ng Georgia, Florida, and North Carolina.

Kinston's Barrel of Fun opened in November, 1978, and has gone over well with the local community. The store is open daily and regularly features special rates for Family Day, held each Sunday afternoon.

Manager Jones explained, however, that the Kinston store is the first Barrel of Fun to extend an invitation to residents of an institution for the mentally retarded.

Jones said the idea for the special invitation originated with the Vice-President of the Barrel of Fun Company. The Vice-President visits Kinston on a regular basis and inquired about Caswell Center, located next door to Vernon Park Mall. Upon learning of the needs of mentally retarded citizens and the purpose of Caswell Center, the Vice-President suggested ideas for future involvement between the Barrel of Fun and Caswell Center.

The free hour of games resulted, and Jones and his staff were on hand to encourage and assist residents where needed. Quite a few of the Caswell folk were already pros at the games while the Barrel of Fun and Caswell staff members instructed others.

The Barrel of Fun staff helped make this summer afternoon an outstanding day for these residents and certainly helped to encourage the mentally retarded residents of Caswell to participate in another aspect of community living.

Zel Gilbert,
Volunteer Services Representative

ms

———o———

SPECIAL OLYMPICS PAST AND PRESENT

Caswell Center began its Special Olympics Program in 1972 under the direction of James Trivette, Recreation Director and assisted by the Caswell recreation Department Staff. The Special Olympics program began with 42 participants. These participants were skilled or possessed excellent athletic potential in track and field events. This annual event, which consisted of training and participating in state Special Olympics games, continued until 1974. The employment of Jo Batchelor marked the beginning of not just an annual event but a program designed to teach individual skills, which are fundamental to participants, on a year-round basis. Individualized classes were scheduled to improve acquired skills and teach new skills.

Employees at Caswell began to show an interest in the Special Olympics program but more so in the participants. Participation was more pronounced rather than competition and the opportunity to interact with others having the same interest was one of the rewards for many days of practice. Each participant received recognition for his or her accomplishment no matter how small. Recognition has been an important motivational factor with participants and staff involved in the program.

The popularity of Caswell Center Special Olympics continued to grow with 250 participants by 1975. Additional events such as basketball and soccer were added to involve participants in the concepts of team participation. The program intensified and skill development and training became more difficult since many participants had been discharged from the center and individuals more developmentally disabled were referred to the Special Olympics Program. A programmatic change was implemented which allowed for additional staff to assist with training.

In 1976, the Kinston Recreation Department and Lenoir County identified the need for a special olympics program. Special population coordinators Sam Moss and Mike Moseley discussed this idea with Caswell Center's Recreation Department. A proposal was made that would combine Caswell Center, Kinston, and Lenoir County special olympic programs into Lenoir County Special Olympics. The proposal was accepted and marked the first program that Caswell Center and Lenoir County jointly sponsored with overwhelming support from the community.

Lenoir County Special Olympics is 200 participants strong in 1979. Caswell Center participants now have the opportunity to interact with community residents and participate in more community sponsored events. Some of these opportunities have undoubtedly been extended as a result of Lenoir County Special Olympics.

The Lenoir County Special Olympic local games were held at North Lenoir High School on April 7th. Approximately 200 participants were involved in track and field events consisting of 50 meter run, softball throw, standing long jump and soccer skills. Additional attractions at this event included band performances, puppet shows, and cloggers. Participants advance to area games after the local games are held.

Lenoir County Special Olympics were to host the area special olympic teams in the Area Games, however, due to rain the event was cancelled. Approximately 600 participants from eight counties were registered to participate.

State Special Olympic Games were held June 1-3 at Louisburg College. Lenoir County Special Olympics sent 26 participants to this event. Participants may enter 2 events. Lenoir County participants entered track and field, soccer, adaptive bowling, wheelchair races, and bean bag toss. Norris gave a demonstration of his gymnastic abilities. Awards received by the team included: 15 gold medals, 14 silver medals, 10 bronze medals, and 4 received participant ribbons.

The International Games, which are held every four years, will be in Brockport, New York August 8-13. Lenoir County Special Olympics will send two participants to this event. Norris and Kermit will participate in gymnastics and wheelchair races, respectively.

Special Olympics has received local and national support from individuals to corporations and continues to win the time and energies of many volunteers. These volunteers make the local, area, state and international games happen. We must recognize all the individuals involved in the Special Olympics movement that "make it happen" but without the participants' meaningful efforts, joyous and tearful faces it would not happen for us.

Jo Batchelor

ABOUT V.R.

Renovations are in progress at the Vocational Rehabilitation Facility Evaluation and Training Facility. The work is being done by Gardner Construction Company. This construction consists of the installation of ramps, restroom renovations dust collecting system, and canopies leading from the Facility to the trailers.

Some of the V. R. staff attended the Eastern Regional Vocational Rehabilitation Staff Conference held in Greenville on May 17th and 18th.

One of our staff counselors, Mr. Ellis Parker Stokes, has transferred to the Kinston Unit Office where he will serve on a Physical Disability caseload. Mr. Nathan Barnhill of Bethel, N.C. replaced Mr. Stokes as a Facility Counselor. Also we have had an additional evaluator to join our staff, Mr William Anderson of Ayden, N.C.

Mr. J. L. Herring, our Facility Director, attended the Governor's Conference on Mental Health in Raleigh on April 18th, 19th, and 20th.

The V. R. clients and staff had a picnic on Thursday, June 21, 1979. The occasion was enjoyed very much by all.

A CLIENT'S VIEW OF V. R.

I think that our V. R. Facility has a very good program. We have good instructors and counselors to help us with our many needs and to help us find our places in life. I really like V. R. I like the classes that are taught at V. R. I have to say I like Welding best of all. Learning can be easy, if you want to learn. It takes time to learn. Work closely with your instructors and you will learn fast.

John Washington
H. K. Williams, Reporter

———o———

They Serve at Caswell Directly

(This is the third in a series of articles)

The major defects of institutionalization as a human management system are aptly summed up in one ugly word, deindividualization. Like evil in the world, its presence is inevitable while large institutions exist but that does not mean we should not fight against it.

The most successful warriors in this battle here are our foster grandparents. They give the residents what they need above all else, individual attention. They alone have time to do this. Bureaucracy which weighs up down touches them but lightly. Certain guidelines are laid down. They work for a specified time daily but, mark this, they do not have to write a single report from one year to the next. They work with residents on a one-to-one basis and, untrammeled by paper work, they have time and energy to give to their charges.

That's what they've been doing since the program began in the summer of 1972. The contract was awarded to Greene Lamp, a community action agency on June 26, of that year. The program is funded through a federal agency known as ACTION and 10% is contributed locally in kind. The "In kind" contribution from Caswell includes such things as an office for the program director, medical examinations of the foster grandparents, and ily lunches to the value of ninety-five cents. ansportation is provided. The foster grandpar- ts come from Greene County and Lenoir Coun- .

The program was designed to help supplement e income of senior citizens within OEO guide- ies. The participants must be at least sixty. A ngle person may not earn more than $4,250.00 an- ally. Each grandparent works four hours a day d is paid $1.60 per hour. Some work in the morn- g and some in the afternoon. Most work with two ildren for two hours each. The residents must be s than twenty-one years old. They are referred interdisciplinary teams. If a person misses enty consecutive days, he or she has to be sus- nded for six months. An effort is made to take ch people back after this if they are well enough.

The program here has had three directors, Paul llikin, Noah Suggs, and Ronelle Sharpe, the esent director. Thelma Aytch has been secre- y and bookkeeper since the beginning.

At present there are seventy-one foster grand- rents, fifty-three of whom are women, and hteen men. There are two vacancies. Thirty-six rk in the morning, from 8:30 til 12:30 p.m. and rty-five in the afternoon from 12:30-4:30 p.m. bert Moody, Assistant Director for Resident Pro- ams, is the Caswell Center liaison person for s program.

"If you want to know about this program talk Mrs. Ottie Smith," said Ms Aytch. "She was the rd person to be employed. The first two have ssed on. She worked here as a cottage parent years. She knows about Caswell. If it's a fine y tomorrow, you'll find her in front of the Ad- nistration Building."

Mrs. Smith was found next day sitting on the ch in the sunshine with her resident. Mrs. Eu- e Alphin and her resident sat beside her.

"I like it here," says Mrs. Smith. "I worked for rteen and a half years as a cottage parent. I e to work. When I go home now I work and cook d clean house. I'll be eighty in August. I live h my son and his wife. It's lonesome in the day- e. The neighbors work."

She smiled. "If I had a dollar for every step I k out here, I wouldn't need to work at all but ke to work."

"It's nice to get out," chips in Mrs. Alphin. She s holding her resident. "He runs if I don't hold n. He has tantrums sometimes. I carry him to store and buy things for him. All the foster ndparents buy things for the children."

"I give my other child, Monica, juice. They vide that in the building, I don't have to buy take her out and ride her around. She's sweet."

"Is he not sweet?"

"He's real nice when he wants to be. Love ndma, Ray." Ray kisses her.

"I play pat-a-cake with him. When it's raining lay ball with him at the back of the building I can't turn him loose out here, He'd run."

"Wanda had a bad habit," says Mrs. Smith. e will reach out and pick a bit out of you. I nk that's because she wants all of your attention. She doesn't want you to be talking to somebody else. I've had her since I came out here."

"What's your other resident like?"

"She's not a bit of trouble in the world. She's slow. She can take her fork and eat just as nice."

"Can Wanda feed herself?"

"I taught her how to eat with a fork in the dining room."

Mrs. Smith hesitated and went on, "I don't know how to tell you this. She had bad habits. Real bad. I trained her. Now she goes to the bathroom when she sees me coming."

"We've got to go," says Mrs. Alphin, "We carry the children to school now."

On another bench Mrs. Cliffie Smith and Mrs. Ella Jones are sitting with their residents. Mrs. Smith has been here for only six months. She says she enjoys being with children.

"I always like to care for children and help out," remarks Mrs. Jones. "I look after Sharon and Hattie. They were both little when they came and I've had them since. They are jealous of each other. I go with Hattie to the dining room and cut up her food. They just can't get much help out here so I cut up food for more than two children."

One admires Hattie's pretty colorful outfit.

"Thank you, ma'am," smiles Mrs. Jones just as proud as if one had praised her own child.

All the foster grandparents seem to be proud of their charges.

"Loretta's just as good as she can be. Some of them are kind of bad. She's so good I don't want them to take her away from me although she's getting a bit heavy for me to push around. We've just been to the dentists," says Mrs. Thelma Wade.

"I feed her. She eats real good. All the time I've had her she's never cried but one time. I think she knows my voice."

"I don't know how much longer I can take it for I'll soon be seventy-two but this is a real nice place. All my children are married and I like to get out of the house. I think my health has improved since I came out here. My husband waits for me when I get home."

When asked if she enjoyed sitting with her foster grandchild, Mrs. Laura Bland replied, "I don't sit all the time I walk some."

She looked at the child in the wheelchair beside her. "They tell me this little thing is blind but I don't believe it. She can see some, I'm sure. I give her graham crackers for a snack. She chews and chews. She gnaws her hand. Look at it. I told them they ought to put something on it so that it would taste bad and she'd stop chewing it but Mrs. Stroud said she reckoned if they did the doctors wouldn't like it."

"I'm the fourteenth person that came to be a foster grandparent. He's the sixteenth." She pointed to Mr. Preston Jones who was also sitting on the bench.

"My little boy got so bad they had to take him to Raleigh."

"I must like it here," observes Mrs. Cora Bizzell. "I was here for five years and I had to quit on account of my husband but I came right back in January. Len and I have just come back from swimming. He's all right. I just can't get him to eat the way I want him to."

"I used to attend to two," says Mr. Simon Soloman, but one got too old and they wouldn't let me take him out. I've been here six years."

He looked at the boy sitting near him in a wheelchair.

"Robert's nice. It looks like he ought to be walking big and strong as he is. I believe he could be taught to walk."

The foster grandparents are really interested in their charges. Without quoting or probably even knowing, the appropriate but harshly worded phrase each of them wants to maximize his or her foster grandchild's potential and takes a very optimistic view concerning that potential.

"That's Bobby on the swing there," says Mr. Charlie Carter. "When I first got him years ago he was in a rolling chair. I used to let him walk beside the chair for a while. Now he swings and plays. He lets me know when he's going to have a seizure and I go to him and keep him from falling."

"Is Bobby the only one you work with?"

"No. I have Sandra too. She's crippled. I walk with her to straighten out her legs."

The foster grandparents give the residents more than time and attention. They bring to their task the kindness, patience, and wisdom the years have bestowed on them and they give the residents love.

They know what really matters. "Can he talk?" One asks Mr. Will Frizzelle. "No ma'am but he can laugh," replies Mr. Frizzelle as a child was wheeled out of the dental office on what could be described as a mobile bed.

Talking with the foster grandparents makes one wonder if Wolfensberger is wrong when he speaks out against juxtaposition of deviancy saying that one ought not to have old people looking after retarded children because that is placing two devalued groups together. One ought to have teenagers working with retarded people because then some of their value would rub off on the retarded.

Teenagers could never give what the senior citizens give. Of course, Wolfensberger does not say they could. He is concerned with images. He is not wrong. He is merely realistic. Difficult as it will be to change attitudes by placing highly valued groups with devalued groups, it will be much more difficult to convince people that all human beings are equally valuable.

INDIRECTLY

"It's a beautiful place in which to work." That's what all six workers say and they should know for they've worked there for periods of time ranging from three to twenty-five and a half years. They can't be referring to physical beauty for to the visitor the place appears drab. Most warehouses do, one imagines.

Actually there are only five workers in the Central Warehouse now for Mrs. Ruby Whitley who was transferred there three years ago when the Caswell Post Office ceased to be was transferred to Accounting at the beginning of June. Mr. Joseph Carlyle, Warehouse Manager, holds th record for longevity. His work brings him satisfaction. "When you get your day's work throug you feel you've accomplished something," he say and adds, "I think I've helped other people. I don feel it's been a thrown away life."

Certainly the work of his department helps everybody at Caswell. All of us, residents and staf need some of the merchandise that comes into th Central Warehouse. Paper clips, cereals, furnitur detergents, drugs, books—one could extend the lis for pages. Everything that comes is received at th same place. Goods come by UPS, truck lines, trai plane and mail.

When things arrive Mrs. Shirley Griffin, secretary, pulls out the purchase orders to see who ha requisitioned each item. She is responsible fo seeing to it that goods go to the correct place an of notifying accounting that they have been received in good order and that it is proper to mak payment.

The people who actually take the goods to th correct places are Messrs. Nathaniel Rouse an Bobby Moore, stock clerks. "They work hard," say Mrs. Griffin. "We get a lot of supplies in bulk an they have to divide them up. Detergent comes t us in one hundred pound bags and goes out to th units in five pound bags. Soap comes in cases o two hundred bars and is distributed in packages o a dozen bars. Housekeeping supplies and persona comforts go out weekly. We usually begin fillin requisitions on Tuesdays. Furniture is delivered t some place on campus about every week too."

Mr. Lehman Radford, stock clerk superviso works with these men.

"They are hard working, nice men and it wa a pleasure to work with them," says Mrs. Whitle "The warehouse is a friendly place."

Any housewife who has trouble keeping up wit grocery shopping and knowing what to order an when to order it will agree that the task of keeping up with Caswell's supplies could assume nightmarish proportions. It doesn't. They keep accurat records.

And now they have a mini-computer, a Syca Terminal to help them. Sounds very scientifi doesn't it? It lets them know at once what ha been ordered and what has come in and what needed. Mrs. Whitley has used that computer sinc February. Mrs. Griffin is her back-up person. A expert from Raleigh came here and spent a da teaching these ladies how to use the computer.

The computer is in the sunparlor on the secon floor of Lee Building. When it came last September it was put in an office in Accounting. Thre ladies there operated it too. In February it wa moved.

Information from the computer concerning ou supplies goes to Raleigh on a diskette and a weekl print-out comes back to Caswell. The compute enables the people in the Warehouse to keep running inventory. "It keeps us up-to-date and o our toes," they say. It also enables the people i Raleigh to know exactly what we have and wha we need.

Workers need supplies in order to do their job. esidents need supplies in order to live healthy, mfortable lives and to take part in training ograms. Without the Central Warehouse we uld not receive our supplies. When we take time remember this we shall all agree that the Cen- al Warehouse is indeed a beautiful place.

———o———

Who's Who in Caswell Center Support Services

HOMAS B. RIVERS —
ARPENTER SHOP SUPERVISOR

Thomas B. Rivers was born in Sumter, South arolina. He was drafted in the army in 1944. Be- re coming to Caswell, he was employed with the ubose Construction Company for nineteen years 946-65), as worker, foreman and superintendent. e was in charge of construction in many areas of inston and surrounding townships. Greenmead, a evelopment of 126 homes, was built by 60 men nder Rivers's supervision. Other local construc- ons he supervised are the Northwest Elementary hool, the Armory and former A.B.C. Store on ighland Avenue. He was supervisor and foreman the construction of many fine homes in the orthwest section of Kinston during the 1950's. He so did a portion of the carpentry when Grainger adium was built and was foreman for a part of e construction of the Mock Gymnasium. He was reman during the construction of Central Hos- tal at Caswell in 1959.

Rivers said his job at Caswell Center has the ficial title of "Structural Maintenance Super- sor." He takes pride in his involvement with aswell's growth since he was first employed on ay 1, 1965. He recalls that in the "old days" his partment was responsible for moving, repairing, signing and redesigning furniture to fit the spe- al requirements of the handicapped residents. s responsibilities now encompass complete main- nance and renovations of all buildings on the aswell campus. He and his staff also construct cture frames, bulletin boards, and equipment for ecial education projects such as walkers and mmunication boards. The carpenters recently ilt a sturdy model automobile for the Byrum-II sidents. They also built the shelters and equip- ent on the playground areas.

The addition of carports and concrete drive- ays to the sixteen cottages along Pecan Lane was ne under Rivers's supervision.

Rivers is married to the former Daphne Gray lls of Honolulu, N.C. They have three children. vo sons, Brad Jr., and L. Loring, both have de- ees in textile technology from North Carolina ate University. A daughter, Daphne Lynn, is a cretarial student at Lenoir Community College. eir two grandchildren, Marc 5 and Danny 14 onths, are Loring's sons.

Rivers underwent an operation to remove a cancer in the spring of 1978. He was back to work within two months. He said the cancer was detected in a routine physical checkup and immediate surgery prevented its growth.

Rivers is high in his praise of the men who work in the carpentry shop. Each man specializes in certain skills but all work together with a cooperative spirit when there is a job to be done. He and his men are justified in the pride they take in the professional skill with which they perform the mundane tasks that enhance the lives of residents and employees of Caswell Center.

Alice Hannibal
Staff Development

———o———

Current MR Services in N.C.

"It's difficult to be brief when speaking about services for the mentally retarded. Seven years ago I could have done it quickly for there was nothing. We have come so far in developing services for the retarded in our state that it is difficult to be brief." Dr. Ann Wolfe, Deputy Director for Mental Retardation Services, announced this good news at the Commission for Mental Health/Mental Retardation Services Public Hearing and Quarterly Meeting held at Caswell Center on May 23.

She then spoke about philosophy, achievements, and needs.

"Every retarded has a potential for development. That is our basic philosophy. We are here to serve them in the best and most humane way possible. This is reflected in our institution and community services," she said.

"We would hope that most retarded persons could be served by generic services such as the schools, V.R., Health and Social Services. Our mandate is to serve those who are excluded from generic areas."

This statement turned one's thought to Bank-Mikkelsen, the originator of the Normalization Principle, who thinks that we have no need of Declaration of Rights of Retarded People because they are covered by human rights. Perhaps a happy day will come when we no longer need mental retardation services. What can we do to hasten its coming?

"This narrows our mandate down to the severely and profoundly retarded and multiply-handicapped. We serve the unserved. We supplement programs of other agencies," continued Dr. Wolfe. "We need services from birth to death."

She enumerated services now provided:

1) Early childhood intervention. The target population is aged from birth to three. The idea is that people from various disciplines work with families in their homes.
2) Developmental Day Programs. These are designed for pre-school children and children excluded from school. Most are run by private non-profit agencies. With the passing of P.L. 94-142 and the Creech Bill it is not clear what the role of the Developmental Day Program will be.
3) Five specialized programs that provide residential services to very profoundly retarded children. These are sponsored by non-profit

agencies. A sixth is about to be opened. There are two-hundred young children on the waiting list for the sixth.

4) Respite Care Programs. We have eighteen community-based respite care programs that offer care on a planned or crisis basis. The institutions also give respite care.
5) Adult Programs. We have sixty-three group homes for M.R. adults. The Department of Housing and Urban Development has granted NCARC money to build forty-four more. We have seventy-eight adult Developmental Activity Programs. Some of these have sheltered workshops.
6) Group Homes for Children serving children whose parents simply cannot take care of them —are the newest development. We have funds for eight homes.
7) In a limited way we are going into Foster Homes.
8) Apartment living for adults.
9) We hope to establish some community-based ICF Programs.

"We have come a tremendous way with regard to community programs." Dr. Wolfe stated, and went on to explain how far the institutions had progressed.

Western Carolina Center and O'Berry Center are ICF/MR certified as total institutions. Murdoch has four-hundred certified beds out of a thousand beds and Caswell has two hundred and eighteen out of twelve hundred.

Western Carolina Center has recently become JCAH accredited. The state is proud of this. "We are interested in expanding programs at Caswell and Murdoch but also in improving the quality of services at the four institutions so that each resident can get individual attention. We would like the institutions to be able to help people in the community. If, for example, a rural area doesn't have a dentist to serve the retarded, a patient could come to the institution to have services and then go home.

The institutions could, for example, send a physical therapist out to serve people in the community. The institutions and the community could work together," explained Dr. Wolfe.

Though much has been done, needs remain. In conclusion Dr. Wolfe spoke of these.

1) We need money. We do not even have enough money to support existing programs.
2) We need more and also other types of community services.
3) We need additional residential programs in this state for severely and profoundly retarded people. We need these for people who are at present in the community and need residential placements. When emergencies arise the directors of the four institutions are very understanding but they are crowding people into already overcrowded areas.
4) We need a better way to connect the services offered in the institutions with community services. Parents feel secure about institutional services. They don't feel secure about community services.
5) It is imperative that the same level of care be provided at Murdoch Center and Caswell Center as at O'Berry Center and Western Carolina Center. "Caswell and Murdoch are our top priorities. Caswell Center is certainly below the others in terms of resources. We want to e
pand ICF programs at Caswell but we will n
allow persons to be dumped into a less tha
desirable situation" promised Dr. Wolfe.

—o—

NEWS IN BRIEF

It was announced in June that Eric C. Zahari
Ph.D., had been appointed Director of Caswe
Center and that he would begin working on Ju
9th, 1979. During the past few months a series
employees from Western Carolina Center ha
served as acting directors.

* * *

Caswell sponsored fifteen people who took pa
in the Governor's Conference on Mental Healt
which Governor Hunt called on April 18, 19, an
20 in response to the report of the President
Commission on Mental Health. Others attended
their own expense.

North Carolina was the second state (Texas w
the first) to respond to the report which empha
sized the need for quality coordinated services f
the mentally ill, the developmentally disabled, an
people who abuse alcohol and drugs. Those w
attended the conference were asked to work t
gether to find creative ways to deliver ment
health services more efficiently and effectively
build a better quality of life for all citizens
North Carolina.

The conference consisted of two parts—Gener
Sessions which featured speakers and Break o
Sessions in which the people in the groups serve
as task force members making recommendatio
and setting them in order of priority to present
the Governor in the closing session with a view
action.

The Mental Retardation/Developmental Di
abilities Team made the following recommend
tions:

1) Full ICF/MR compliance at Caswell Cent
and Murdoch Center.
2) Better coordination of services between t
institution and community agencies.

* * *

A fashionable way of providing the little extr
that make life enjoyable for residents in the
days of balanced budgets and inflation is havi
sales. Among the divisions which have done
are B, D, G, E, and J. The last has raised $1,250.
from a yard/bake sale on June 1 and a pr
tracted ham/sausage biscuit sale in March.

* * *

Language, Speech, and Hearing Services had a
Open House on May 30. Joel Glassman, Coordin
tor, reported on it.

"Fifty-eight people attended. They were treate
to a surprise greeting, a booklet describing o
services, good refreshments, interesting exhibi
and demonstrations, and a hearing screeni
While the number was almost what we expecte
we were sorry to see that more programmatic pe
ple and health care staff could not attend. One d
vision had most of their staff moving furnitur
but the other divisions had no excuse. Here w
the chance for Division Directors, Habilitatio
Specialists, QMRP's, and other team members
view some of what is happening across camp
from one service and possibly pick up an idea
two and they all missed a golden opportunity."

STATE LIBRARY OF NORTH CAROLINA
3 3091 00795 5040

HECKMAN
BINDERY INC.
NOV 85
N. MANCHESTER,
INDIANA 46962